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ABSTRACT

This guide provides a nutrition education program for elementary school students that spans kindergarten through Grade 3 as well as providing activities for specific levels. Nutrition education objectives are stated for each grade level: (1) kindergarten--students will become familiar with and motivated to eat a variety of foods; (2) grade one--students will appreciate the importance of nutritious foods to promote growth; (3) grade two--students will recognize that choosing appropriate foods and being physically fit will benefit their health; and (4) grade three--students will understand that food choices are influenced by physical, cultural, and economic factors. An explanation is given of what the students should understand about the objective for each level. Three sections for Grade 3 class activities are proposed. Section 1 focuses on how sensory perceptions influence our food choices. Section 2 explores the impact that family, social, and community groupings have on our choices. The final section examines the influence of commercial advertising and helps the student develop skills to make better-informed decisions about foods that are advertised. A supplement to this guide contains worksheets, letters for parents, and recipes. A Spanish translation of the letters for parents is provided. (JD)

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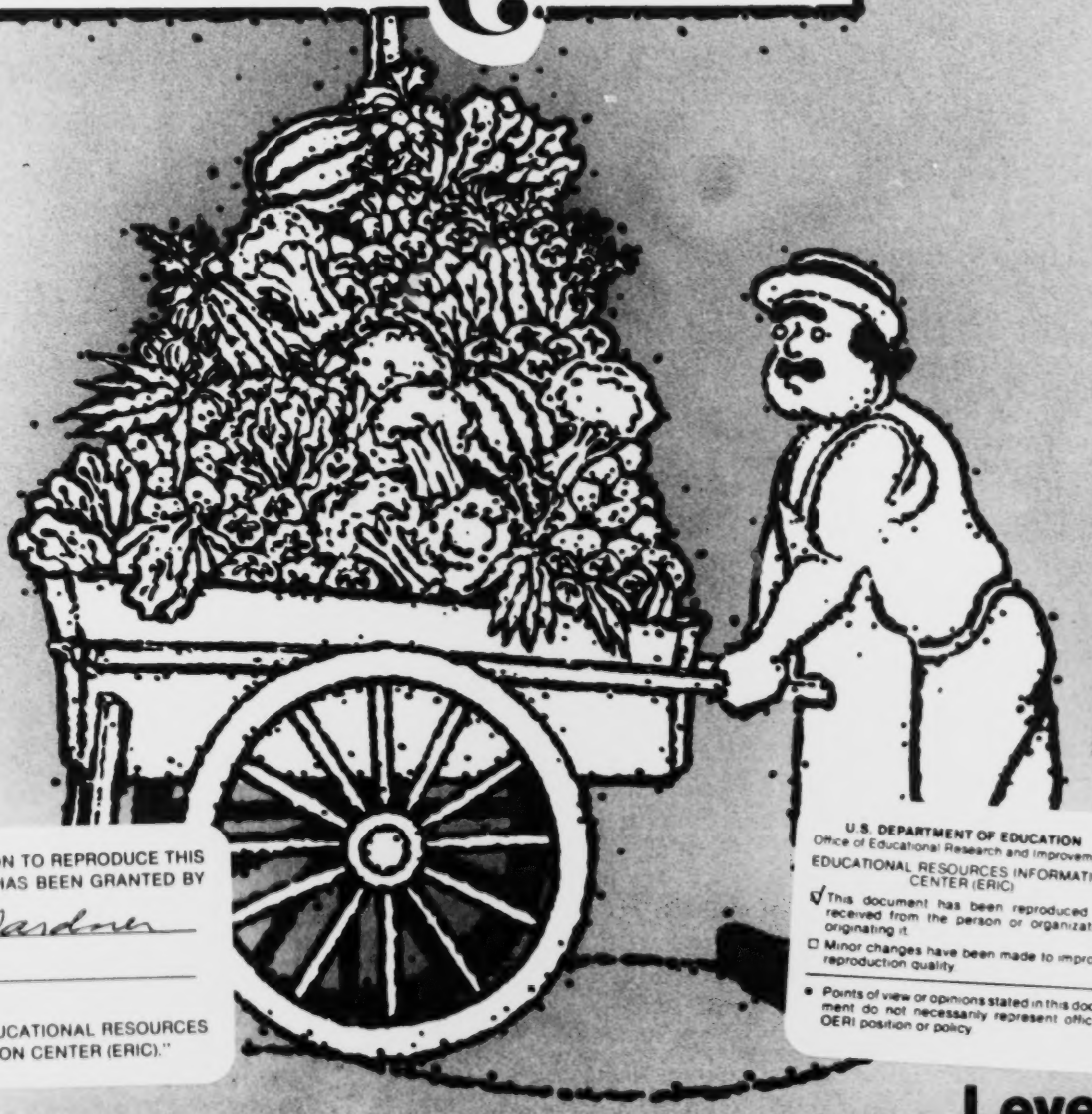
The Food Peddlers



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Level 3

Nutrition Educator's Guide
New York State
Revised Edition

NUTRITION COMES ALIVE

SO 028 333

Nutrition Comes Alive

Level 3
The Food Peddlers

Nutrition Educator's Guide

A Revision by
Martha C. Mapes and Patricia Thonney

Based on materials developed by Susan Kay Nelson

Division of Nutritional Sciences, a division of the New York State College of Human Ecology and the New York State College of Agriculture and Life Sciences, Cornell University, Ithaca, New York. 1985.

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The authors are indebted to the many individuals who contributed their time and talents to the revision of **Nutrition Comes Alive**, Levels K-3. This revision is based on **Nutrition Comes Alive** written by Susan Nelson and Martha C. Mapes in 1980. Parts of Levels K and 1 were adapted from the **Early Childhood Nutrition Program** developed by Jill Randell and Christine Olson.

Without the convictions and support of Matilda Cuomo, this project would not have been possible. She realized a critical need for teaching all children in New York State about nutrition and health. As the First Lady of the state of New York and as a former elementary school teacher, Mrs. Cuomo is well acquainted with the needs of children and their parents.

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Foreword

Developing Thinking Skills

For children to develop good habits for nutritional well-being, we must help them learn to make intelligent food choices. Making intelligent choices depends on their ability to analyze and evaluate foods within the context of their world, which includes fast-food restaurants, vending machines, and convenience foods. Rather than ignore the influence of such modern-day phenomena, we must teach children to evaluate the foods available from such sources so they can make appropriate selections. As stated by Isobel Contento, Teachers College, Columbia University:

> Today's consumer or learner needs, on the cognitive level, to know how to select from the vast array of foods in the average supermarket those foods he or she needs for optimal health in today's context. He or she also needs to know how to be discriminating about dietary advice that comes, sought and unsought, from a variety of unequally reliable sources such as popular books, advertising, packaging labels, newspapers, and materials from food industry sources or "health" food stores.
>
> On an affective level, the learner needs to learn self restraint—particularly in light of the sedentary life-styles of most Americans, and to develop attitudes toward food selection that are conducive to long-term health.*

Developing the thinking skills of our students seems the most effective way to proceed. If we use practical examples to help students sort out the choices available and identify various nutritional options, we are helping them face this complex world of food and eating. Therefore it would seem more important for students to be able to differentiate between opinion and fact when viewing advertisements than to be able to recite the nutrients in a given food. It may be more important for them to be able to search out and decipher the key nutritional information on a label than to name food groups important to health. If overnutrition is a problem involving excess fat, sugar, salt, or total calories, students need to be able to think about how to make modifications in food choices and ingredients within their own family and cultural traditions.

In other words, the focus of teaching should shift from transferring information to the student to processing information by the student; at least, we should strive for a better balance. Teachers can help provide practical situations so students can use their thinking skills to take increasing personal responsibility for their food choices. This curriculum guide is offered as a way to help make this goal possible.

*Isobel Contento, "Thinking about Nutrition Education: What to Teach, How to Teach It, and What to Measure." *Teachers College Record* 81 (Summer 1980) 422-23.

Preface

Why Nutrition Education

Our diets are shaped early in our lives by emotional, cultural, and social forces, as well as by the availability of certain foods. Traditions, food habits of parents and friends, and food advertising are some factors that influence American diets. Bombarded by numerous options, children should not be expected automatically to select nutritious foods. They must learn how to make nutritious choices from the array of foods available.

The ultimate goal of nutrition education is to provide knowledge and to foster skills that will promote nutritionally sound eating practices, which in turn contribute to an individual's nutritional well-being and overall health. Nutrition education should begin when children are young and in the process of developing their eating habits. Early positive experiences with nutritious foods help create a foundation for lifelong eating habits, nutritional awareness, and attitudes that facilitate good health.

Overview of Nutrition Education, Grades K-3

For each grade level one major nutrition objective is supported by several understandings. The suggested activities and work sheets are intended to help students achieve the understandings and objectives.

Grade Level	Objective/Understandings
Kindergarten	Objective: Students will become familiar with and motivated to eat a variety of nutritious foods. Understandings: 1. Food is something to eat. It has distinctive textures, shapes, and smells. 2. There are many different kinds of nutritious foods. 3. Some foods are better than others for good health.
Grade 1	Objective: Students will appreciate the importance of nutritious foods to promote growth. Understandings: 1. All living things need food for growth and energy. 2. Plants and animals provide us with food. 3. Certain foods are especially important for children's growth.
Grade 2	Objective: Students will recognize that choosing appropriate foods and being physically fit will benefit their health. Understandings: 1. There are many foods that can be chosen for good snacks. 2. Some snack choices are more nutritious than other choices. 3. Exercising regularly contributes to physical fitness and good health.
Grade 3	Objective: Students will understand that food choices are influenced by physical, cultural, and economic factors. Understandings: 1. Sensory perceptions influence food choices. 2. Food choices take place within the context of immediate family, social, and community groupings. 3. Advertising, especially on television, influences food choices.

Nutrition Comes Alive

A Practical Classroom Tool

Nutrition Comes Alive is a nutrition education program for elementary school students. The guide for each grade level contains information relevant to the entire span K to 3 as well as activities for the specific level. The material for each grade level is intended to help you provide students with a multitude of learning opportunities. The activities, designed to stimulate student interest, are presented in an appealing, easy-to-use format. Special features of the K–3 guides are detailed below.

Provides Flexibility

The guides encourage flexibility and creativity in the classroom. They are not a prescription for teaching. Instead, a wide range of possible activities is presented so that you can select and structure learning experiences to meet the needs of your students. You may schedule nutrition education activities throughout the school year or introduce them as units.

Focuses on Today's Concerns

With changes in lifestyles and eating patterns over the past fifty years, Americans are more likely to be affected by dietary excesses than by deficiencies. To help children make wise food choices within the context of our modern society, nutrition education must include current nutrition-related health concerns. Consequently, the material in the guides reflects such contemporary issues as the selection of nutritious snacks, the importance of physical activity for fitness, the effect of advertising on food selection, and the desirability of limiting dietary intake of fat, sugar, salt, and calories.

Integrates Activities

A key feature of the materials is that they may be integrated with other established academic subjects. Nutrition does not have to be taught as an isolated subject. It is a recognized part of most science, health, and social studies textbooks. The upper right-hand corner of each activity sheet indicates the subject area into which the activities best fit, for example, language arts, math, social studies, science, music and art, or health and fitness. Check through the activity sheets before planning your schedule so you will know what activities best integrate with other subjects.

Promotes Active Learning

The materials engage students in active learning. Such "hands-on" activities as tasting and preparing foods, identifying personal food preferences and habits, determining ingredients in different foods, and measuring growth all stimulate learning by directly involving students.

Participating in these activities gives students a chance to think, feel, and act.

Includes Motivators

Special motivators, such as puppets, songs, illustrations, and catchy titles or slogans entice students to learn about nutrition. The guides contain many attractive and exciting motivators that will appeal to students on both affective and cognitive levels.

Evaluates Learning

Like other components of the school curriculum, nutrition education must be evaluated to determine whether the desired outcomes have been produced. It is not easy to evaluate whether the goal of promoting behavior that fosters good health has been achieved. How students apply knowledge to nutrition and health-related issues is even more important than their increase in knowledge. Therefore, whenever possible, the evaluation should include ways to measure changes in underlying attitudes and in behavior. To facilitate this evaluation, the teaching materials in the nutrition education guides provide various tools for monitoring students' nutrition learning.

Observation: Observing students in the classroom enables you to evaluate changes in their behavior. For example, during sociodramatic play, do students serve milk rather than soda? When cooking, do students demonstrate that they know how to use new ingredients and utensils? Do they bring more nutritious foods for snacks and lunches than they did before they studied nutrition?

Verbal Wrap-Up: Students should summarize what they learned from a particular lesson in their own words. What did they learn about snacks? What foods are most nutritious for snacks? Such a wrap-up gives students a sense of accomplishment and helps them remember key points.

Application of Learning: You can ask students to apply their knowledge or skills in new situations. After learning to read labels, they could be asked to select the food lowest in fat or the cereal with the least sugar from among several products. They could use their knowledge about nutritious foods to plan a class picnic, to launch an advertising campaign in the cafeteria, or to prepare a new vegetable for dinner at home.

Repetition: Repeating certain classroom activities or work sheets will show whether students have changed their attitudes or values about particular issues. Are students better able to separate opinions from facts after studying food advertising?

Parent Feedback: By participating in conferences, parents can provide additional evaluation information. Do parents report that their children are requesting new vegetables for meals? Are the children more eager to brush their teeth at home? Such informal information can help you judge whether the nutrition program had a desirable impact.

Encourages Parent Involvement

New ideas in any subject are always learned better if they are reinforced in the "real world." Home and family are important parts of a child's world. Parents have a strong interest in their children's health and growth, and parents also control what foods are available in the home. By working together, parents and teachers can double their impact on children's eating practices.

You can encourage parents to participate in many different classroom activities. For example, cooking activities usually run more smoothly when an extra adult helps. Or a parent with special expertise might talk to the class or demonstrate a skill. Parents can also be invited to attend open houses or special events or to go on class trips.

Another way to involve parents is by making a special effort to let them know what is happening in the classroom. You can share information about your class nutrition projects, and students can take home their work sheets, stories, recipes, snack information, and letters that are included in the units.

Encourages Food-Service Involvement

The food-service personnel in your school may assist you with different food-related activities. They may be able to provide ingredients, equipment, utensils, and advice about foods and cooking safety. If you want any special help from food-service personnel, be sure to plan ahead so you can ask them well in advance of the time you need their help.

Ask your food-service staff to give the class a tour of the kitchen, or ask whether a class cooking activity could be done in the kitchen. Invite a staff member to demonstrate a simple food preparation technique. The possibilities are endless. When the classroom and cafeteria are brought together, they can maximize their impact on children's food habits.

Some Key Nutrition Issues

Sugar

Sugars are natural components of some foods. Fruits and some vegetables contain sugars, along with important vitamins, minerals, and fiber. Unlike fruits and vegetables, however, many food products contain large amounts of added sugar (sucrose, dextrose, honey, fructose) and contribute little more than kilocalories. When these "empty-calorie" foods and beverages replace more nutritious choices, getting enough nutrients without too many calories may be a problem. Even the increasing use of artificial sweeteners does not solve the problem of soft drinks replacing a more nutritious choice such as milk. Foods such as sugared milk products, ice cream, custards, and puddings can be considered "good" in moderation because they contain protein and calcium. But eating too many sugary products may contribute to obesity and is a major factor in tooth decay.

Dental Health

Not only are dental problems widespread in the United States, but professional dental care is expensive. Therefore it is important to begin good diet and health habits early in life.

Sugar (sucrose) is the preferred food of cavity-causing oral bacteria. When sugar is available, the bacteria eat it, forming acid. The acid weakens the tooth structure and promotes tooth decay. More critical than the amount of sugar ingested at any one time are the frequency and duration that sugar is available to oral bacteria.

Sugary snacks are of particular concern because they increase the frequency of sugar exposure and may also increase the duration of exposure. For example, soft drinks that are sipped and sticky candies that adhere to the tooth surface keep sugar available to oral bacteria for extended periods of time, especially if they are eaten as snacks. When sweets are eaten with meals, other foods tend to buffer the acid formed and also assist in removing sugar from the teeth.

Fats

Fats provide kilocalories and essential fatty acids. But only a small amount of dietary fat supplies all the essential fatty acids. A recent concern is that Americans derive too many of their daily kilocalories from fat. Not only may this high fat consumption lead to obesity, but one class of fats appears to be an important factor in heart disease.

Studies have shown that saturated fat, found mainly in animal products, tends to contribute to heart disease, whereas unsaturated fat may not. Cholesterol, a substance found only in animal fat, has been implicated in heart disease. The primary source of unsaturated fat is safflower, sunflower, corn, and soybean oils. Coconut and palm oils contain higher amounts of saturated fats.

In light of these findings, it has been suggested that people decrease the amount of saturated fat they eat. It has been further recommended that Americans decrease their total fat consumption from the present level of about 40 percent of total calories to 30 percent.

Sodium

Hypertension or high blood pressure can be a nutrition-related health problem. Large intakes of sodium, mostly in the form of common table salt, are implicated in causing high blood pressure in susceptible persons. Lowering sodium intake and achieving reasonable weight help control hypertension.

Many advertised snack foods are very high in sodium. Potato chips, salted pretzels, and some crackers are examples of high-sodium foods. It is encouraging that new low-sodium forms of these favorite snacks are now on the market. Canned vegetables without added salt and low-salt cheeses are also now available. Cutting down on sodium is one way to build better food patterns for the future.

Iron-Deficiency Anemia

A recent survey found that 61 percent of children in the United States were receiving less than the recommended dietary allowance for iron. A continual low iron intake increases children's risk of developing iron-deficiency anemia.

Anemia is caused by a lack of dietary iron needed to form hemoglobin, a compound in the blood that carries oxygen to the cells. Symptoms of anemia include fatigue, weakness, irritability, and pallor.

Meat, poultry, dried beans, and dark green vegetables can help meet the iron requirement. In addition, unsweetened fortified cereals, whole and enriched breads, and dried fruits are iron-rich foods that make appealing snacks. Since vitamin C increases the absorption of iron, citrus fruits and juices are good companions to high-iron meals and snacks.

Calcium Concern

Bone health is a key concern of both youth and adults. Interest has always focused on supplying necessary calcium and vitamin D for the formation of bone in growing infants and children. Increasing concern about osteoporosis has caused us to search out information about maintaining bone health during our mature years.

Our bones are in a state of constant flux, serving as banks in which calcium can be deposited and withdrawn. Although 99 percent of the body's calcium is in the bone, the other 1 percent circulates in the blood and is vitally important for normal nerve transmission, muscle contraction, heart function, and blood clotting. When this small but critical amount falls below a certain concentration, the bones release some of their calcium.

Low intake of calcium-rich foods during the adult years compromises bone health. Adults need calcium just as much as growing children do. Prolonged deficiency of calcium through the adult years may increase the risk of osteoporosis, a disease seen particularly in postmenopausal women and characterized by weak and fragile bones.

Since bone mass reaches its maximum when a person is about the age of 35 and declines as part of the aging process thereafter, people of all ages need to be aware of their intake of milk and such other sources of calcium as leafy green vegetables, broccoli, and fish with edible bones such as sardines, canned salmon, and fresh smelt.

Because calcium is important throughout life, students should establish habits of calcium consumption that they will follow throughout their lives.

Obesity

Obesity is a major health problem in the United States today, for both adults and children. Why is excessive weight a health concern? In adults, the prevalence of diabetes, hypertension (high blood pressure), and atherosclerosis (heart disease) increases with obesity. The concern for children is that obesity will persist into adulthood and result in health problems. Overweight or obese children also may be troubled by emotional and social problems.

What can be done? All children can be encouraged to be very active all year round. Extra attention should be paid to children with weight problems, to be sure that they find an activity they can do and enjoy—and that they continue to do it. Parents and children should learn about the problems of overeating. Good habits can be developed early. Many families are concerned about wasting food at the dinner table. Food waste, however, starts in purchasing and preparation. A good eater is a moderate eater, not a big eater.

Energy Balance

Kilocalories (energy) are needed to support life and growth. Eating too few kilocalories can result in poor health and, in children, can limit growth. On the other hand, eating more kilocalories than required can also result in poor health. Overweight, and especially obesity, can increase the risk of developing many health problems. The amount of kilocalories that a person needs for health depends on the amount of energy that he or she uses for basic body processes and for physical activity.

Carbohydrates, proteins, fats, and alcohol are the food components that give us kilocalories. Carbohydrates, proteins, and fats are essential nutrients; alcohol is not. But there are other essential nutrients that we must eat to be healthy: minerals, vitamins, and water. Although these nutrients do not supply kilocalories, they can be found in many foods that do. Each class of nutrients is important for a variety of body functions. Therefore, the foods in our daily diet must be carefully selected to supply all the essential nutrients without exceeding our kilocalorie requirements.

Energy = **Kilocalories**
Kilocalories = **Calories**

What is a kilocalorie? The energy value of a food is expressed as a unit of heat, a kilocalorie. This term is more correct than Calorie, or calorie, which is often used instead.

A kilocalorie (kcal) represents the amount of heat required to raise the temperature of one kilogram of water one degree Centigrade. Another way to think of this amount of energy or heat is to realize that one large apple, which contains about 100 kcal, provides enough heat to raise the temperature of slightly over four cups of water from 0 degrees C (freezing) to 100 degrees C (boiling). Four and a half cups of shredded cabbage or one tablespoon of peanut butter has a similar energy potential.

Fiber

The fiber found in our diets is not just one compound but a complex grouping of many substances found in cell walls of plants. These include cellulose, hemicellulose, and pectins as well as lignin, which is not a carbohydrate. In simple terms, dietary fiber refers to components of plant cells that the body does not digest and absorb.

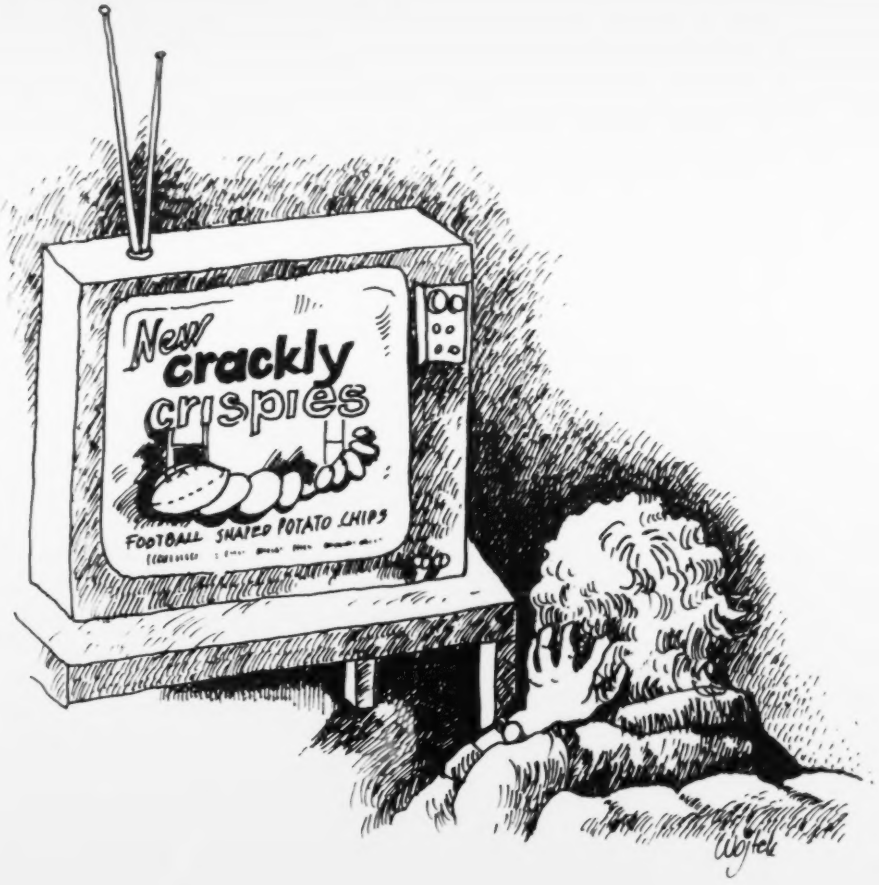
Most nutritionists agree that dietary fiber is important, but many of the benefits that have been claimed have not been proved. At the present time, the most clearly established benefit of dietary fiber is that it helps to relieve or prevent constipation. There is some evidence that it is beneficial in preventing or treating diverticular disease. It has also been suggested that fiber may reduce the risk of cancer of the colon and heart disease and help control diabetes and obesity.

But although fiber is important in the diet, just because some is good, a lot is not necessarily better. Large doses of purified fibers may increase the excretion of some minerals, but it is unlikely that a mineral deficiency will develop if moderate amounts of fiber are eaten as part of a normal diet.

The best advice is to increase dietary fiber by eating more fresh fruits and vegetables, whole-grain bread and cereal products, beans, and nuts. With this approach you are not likely to consume excess fiber and you will get a variety of types of fiber, each of which might have a different benefit. In addition, these foods supply vitamins and minerals.

Snacks—A Nutritional Plus or Minus?

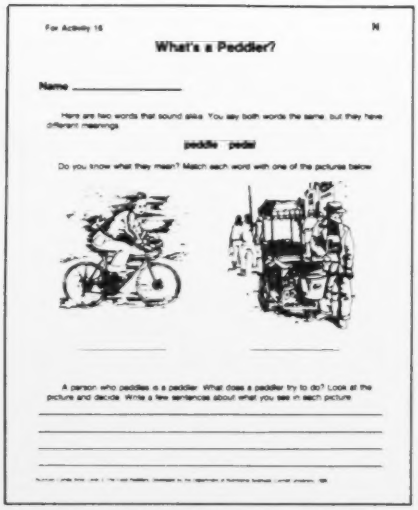
Many people tend to think of between-meal snacks as "junk" food or "empty-calorie" food, but it is not necessarily true. The problem is the candies, soft drinks, cookies, and potato chips that are often eaten exclusively for snacks in place of nutritious foods. These foods offer few nutrients but are loaded with excessive calories. By learning to choose snacks carefully, children can avoid overly sweet or salty and high-fat snacks in favor of more nutritious fruits, vegetables, grain products, and milk. Nutritious snacks actually improve the nutritional quality of children's diets.



Children and Food Advertisements

Every day we are bombarded by food ads through newspapers, magazines, direct-mail ads, radio, and, of course, television. Children watch an average of 27.5 hours of television per week and more than 20,000 commercials per year. It has been estimated that 60 percent of all commercials aimed at children are for food, and unfortunately, the majority are nonnutritious foods and food products. With this exposure, the food ads undoubtedly have a tremendous impact on the way children think about food. It is not a simple problem to deal with, but through guidance from parents and teachers, children can learn to question what they see on television and become aware of the selling intent of ads. Repeated positive experiences with nutritious foods can help children learn to desire and choose healthy foods.

Using *The Food Peddlers*


What's a Peddler?

Name _____

Here are two words that sound alike. You say both words the same, but they have different meanings.

peddle **pedal**

Do you know what they mean? Match each word with one of the pictures below.

A person who peddles is a peddler. What does a peddler try to do? Look at the picture and decide. Write a few sentences about what you see in each picture.

Teacher Activity Guide

The Food Peddlers contains three sections of proposed class activities. The appropriate understanding for each section is stated on the section divider. In addition, each section divider also contains pertinent background information about food choices or nutrition relevant to the section.

Section 1 focuses on how sensory perceptions influence our food choices. Section 2 explores the impact that family, social, and community groupings have on our choices. Section 3, parts 1-5, examines the influence of commercial advertising and helps the students develop skills to make better-informed decisions about foods that are advertised.

To help you anticipate needs for a given series of activities a section at the top of each lesson plan indicates that advance preparation is needed. Which work sheet master is needed for the class is indicated as well as films to order and food ingredients to assemble.

Student Work Sheets

In addition to the teacher activity guide, *The Food Peddlers* contains student work sheets that you can photocopy or make into dittos for distribution to the class. Suggestions for using these work sheets are found on the teacher activity sheets.

You may want to have students save their completed work sheets in a folder so that they will have a record of what they have learned. The collection of activities is also a good way for the students to communicate with their parents about what they have learned in *The Food Peddlers*.

Evaluation

The last teacher activity sheet in each section contains activities to help you evaluate learning from that section. Helping students verbalize what they have learned and having them demonstrate increased awareness of how different factors affect their food choices is vital.

Key Words

Fortification and **enrichment** simply mean the addition of nutrients to foods. Sometimes nutrients that were destroyed during processing are added back to foods. An example is cereal grains, which lose some of the B vitamins and iron during processing. When you see "fortified" cereals or "enriched" bread, you know that nutrients have been added.

Fortification and enrichment can also mean the addition of nutrients to foods that do not normally contain them. Examples are the addition of vitamin C to processed drinks and of vitamins A and D to skim milk.

Fortification and enrichment can mean adding nutrients to foods to boost the levels found in those foods naturally. For example, more B vitamins may be added to processed cereals than were lost originally.

Mural by elementary students, PS 165,
New York City. Photo by Allan M. Shapiro.

Cultural and Ethnic Enrichment

New York State, like other states in our country, has a rich historical background that includes the adaptation of foods and eating habits to a new land. From the early Dutch influence in New Amsterdam, the original name of Manhattan, to the present-day diversity contributed by immigrants from many lands, we have inherited a broad array of foods. In addition, each family hands down food traditions that tend to warm our hearts as well as our stomachs.

Every student can benefit by sharing the traditions of other families. Students can also learn about New York State and their immediate communities by investigating Native American foods and those contributed by Hispanic, black, and Oriental groups in more recent years.

Demonstrations of how to prepare a food specialty by a parent or grandparent or a visitor from another country can link nutrition and social studies. Visits to an Indian Museum, a farmer's market, a fish market, a Korean fruit and vegetable store, or a dairy farm help remind students of our American cultural and ethnic heritage.

Resources

Nutrition Education Programs

Early Childhood Nutrition Program. J. Randell and C. Olson. 1979. Available from Cornell University Distribution Center, 7 Research Park, Ithaca, NY 14850.

Developed for use with preschool and kindergarten age children, this excellent resource introduces children to the exciting world of food. It contains an ***Educator's Guide*** with ideas for activities, puppets, recipes, songs, and stories. A set of ditto masters provides additional information and recipes for children to share with their parents. Background information about nutrition and children is given in a ***Nutrition Handbook***. Finally, a flip chart, available separately, provides a tool for discussing various nutrition issues. Most of the materials are also available in Spanish.

Creative Food Experiences for Children. M. T. Goodwin and G. Pollen. 1974. Available from CSPI, 1755 S St. NW, Washington, DC 20009.

This excellent teaching guide includes basic nutrition concepts, nutritional values of different foods, and nutrition activities, resource materials, and recipes.

Cookbooks for Children

A Child's Cookbook. B. Beitch, T. Harms, T. Wallace, and G. Wallace. 1981. Available from 656 Terra California Drive #3, Walnut Creek, CA 94595.

The kit includes a cookbook and teacher guide. Illustrated single-portion recipes for home and school are provided in an easy-to-use format. Many ethnic recipes are included.

Pictures of Foods

The Buying Guide for Fresh Fruits, Vegetables, Herbs, and Nuts. Educational Department, Blue Goose, Inc., P.O. Box 46, Fullerton, CA 92632.

An excellent source of color photographs of fruits and vegetables.

Food Models. National Dairy Council. See Appendix I for a listing of local Dairy Council offices.

Life-size color photographs of 146 foods can be used in a variety of teaching situations. Nutrient values and their contribution to the U.S. RDA are printed on the back of each model.

Basic Nutrition Information

Nutrition: Concepts and Controversies. E. M. Hamilton, E. N. Whitney, F. S. Sizer. 3d ed. St. Paul, MN: West, 1985.

This introductory textbook presents basic nutrition concepts and current issues in an easy-to-read, personal style. Many informative tables, charts, and drawings are included within each chapter. Each chapter concludes with an in-depth discussion of a controversial issue such as diet and heart disease, diets for athletes, and the effect of sugar on behavior of children. An extensive appendix includes a table of food composition and many additional facts.

Jane Brody's Nutrition Book. J. Brody. New York: Bantam Books. 1982.

Written for the general public, this book provides information on a number of current issues in nutrition. The dietary guidelines, cholesterol, fiber, sugar, food additives, food labels, sodium, fad diets, and fast-food eating are among the many topics discussed in 27 chapters.

Nutritive Value of Foods. Home and Garden bulletin 72. U.S. Department of Agriculture. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Revised 1985.

This bulletin contains nutritive values of commonly used foods. Values for fat, fatty acids, cholesterol, carbohydrates, calcium, phosphorus, iron, potassium, vitamin A, thiamin, riboflavin, niacin, ascorbic acid, and sodium are included.

Cornell Cooperative Extension. Addresses of local offices are listed in Appendix 2.

Adult and 4-H agents, serving as professional home economists at the county level, are part of Cornell Cooperative Extension statewide and work closely with faculty and staff in the Division of Nutritional Sciences at Cornell University to promote nutrition and health.

Youth programming includes a large 4-H youth development effort, a part of which is work with teachers in the schools. **Nutrition Comes Alive**, K-6, and **Make Up Your Own Mind about Alcohol**, 5-6, are two special nutrition resources developed by Cornell Cooperative Extension for school use.

Consult your local Cornell Cooperative Extension office for details about workshops and current resources.

National Dairy Council. Addresses of local offices in New York State are listed in the appendix.

The National Dairy Council offers extensive and excellent nutrition education resources for the classroom. Reference to its annual catalog will help you select appropriate resources to match the ability levels of your students.

Note: Specific resources needed for activities in each section are listed on the back of the appropriate section dividers. You may need to order films well in advance of when they are needed.

Nutrition Educator's Guide

Objective for Level 3

Students will understand that food choices are influenced by physical, cultural, and economic factors.

Section I

The Food Peddlers

Taste Enticements

Understanding

Sensory perceptions influence our food choices.

Before You Start

This unit allows students to discover how the senses of taste, smell, sight, touch, and hearing affect their food choices. Persuasive messages that appeal to our senses are a major theme of food peddlers.

The senses of taste and smell are intertwined. Both are used to identify and enjoy the flavors of food. The flavors we enjoy strongly influence our food preferences.

Because taste and smell have such a strong impact on our food choices they are emphasized more than the other senses in this unit.

Excessive consumption of sweet and salty foods can adversely affect our health. Some health implications of too much sugar, salt, and fat are discussed as the students learn about their sensory perceptions of food.

Activities	Subject
1. My Tongue Tells	Science
2. My Nose Helps	Science
3. Sweet Is Good?	Science–Health
4. Sweets Can Turn You Sour	Math
5. Spice It Up!	Science–Social Studies
6. Does Taste Lead You Astray?	Math
7. Evaluation	Language Arts

Resources

Popcorn. M. E. Selsam. New York: Morrow, 1976.
Close-up photographs enhance the easy-to-read text of this book. A brief historical perspective precedes a detailed description of the life cycle of the popcorn plant. The reader learns how to sprout kernels in a glass, transplant them to a vegetable garden, and pollinate the plants.

Salt, Sugar, and Spice. W. Buehr. New York: Morrow, 1969.
The history and production of salt, sugarcane, sugar beets, and many spices are detailed. A world map illustrates the historical spice routes and identifies countries that produce spices. A brief dictionary of common spices is included.

Touch, Taste and Smell. B. R. Ward. New York: Franklin Watts, Inc., 1982.
One of The Human Body series of books, this book focuses on the senses of touch, taste, and smell. The chapters on taste and smell emphasize the role of these two senses in eating. Excellent diagrams show how taste receptors interact with the nasal cavity and how the respiratory system is involved in the sense of smell.

What Makes Popcorn Pop! D. Woodside. New York: Atheneum, 1980.
This book is a good resource for interesting facts about popcorn. A series of short stories relay the importance of popcorn in ancient civilizations and in American culture. In addition, the reader learns how popcorn is commercially produced, the number of varieties that exist, and how to grow it yourself. Written in a light, often comical style, the book can be used to spark interest in a nutritious snack food.

My Tongue Tells

Advance Preparation

Make four tasting solutions using about 2 teaspoons of sugar (sweet), salt (salty), cream of tartar or lemon juice (sour), and instant coffee granules (bitter) per cup of water.

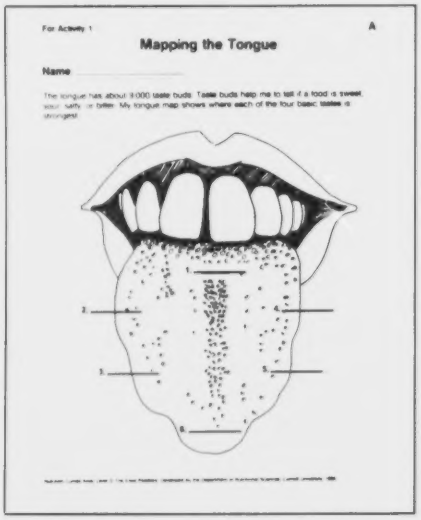
Label 4 to 6 sets of small paper cups A (sweet), B (salty), C (sour), and D (bitter).

Pour plain water in additional paper cups (1 per student).

Gather several cotton swabs (at least 4 per student).

Copy work sheet A.

Copy letter B to parents.


For Activity 1 A

Mapping the Tongue

Name _____

The tongue has about 9,000 taste buds. Taste buds help me to tell if a food is sweet, sour, salty, or bitter. My tongue map shows where each of the four basic tastes is strongest.

1

2

3

4

5

6

How Food Tastes

Ask each student to name a food and describe the way it tastes. List the responses on the chalkboard for discussion.

—How many different words were used to describe taste?

—What were the most common tastes?

—Do some foods have multiple tastes?

—How are tastes identified?

—What are the four basic tastes?

Explain that taste buds on the tongue help us to identify four basic tastes: sweet, sour, salty, and bitter. Each person has approximately 9,000 taste buds. Each taste bud can recognize only one of the four basic tastes. A taste bud sensitive to sweet does not recognize sour. Some areas of the tongue may be more sensitive to a given taste than other areas.

Mapping the Tongue

Have students determine the area of the tongue most sensitive to each of the basic tastes. Divide the class into several small groups.

Give each group the four tasting solutions (cups A, B, C, and D) and each student a cup of plain water plus four or more cotton swabs.

Each student in a group will dip a swab in one cup and touch it to the six areas of the tongue marked on work sheet A. Have each student identify the area where the solution was most clearly tasted and write the taste on the work sheet. After rinsing their mouths with plain water, they will repeat the procedure for each tasting solution. (Be sure to remind students not to dip used swabs back into the solutions.)

Have students compare their tongue maps.

Questions for conversation:

—Are all the tongue maps the same?

—Were some solutions harder to identify than others?

—Which of the four solutions do students prefer?

—What favorite foods have the preferred taste?

—How does taste affect food choices?

—Does everyone have the same tastes and prefer the same foods? Why or why not?

(continued)

Changing Preferences

Explain to the students that taste preferences are acquired. An individual can learn to prefer less sweet and less salty foods.

Have the students make popcorn and divide it among four paper bags. Do not add salt to one bag. Measure and add varying amounts of salt to two bags. Add grated parmesan cheese to the fourth bag. Letter-code each bag. Ask the students which popcorn is their favorite. Which (if any) are acceptable, and which (if any) would they refuse to eat? Tally the responses on the chalkboard.

Questions for conversation:

—What other foods do you often add salt to?

—Do you taste foods before adding salt?

—What does salt contain that can affect health?

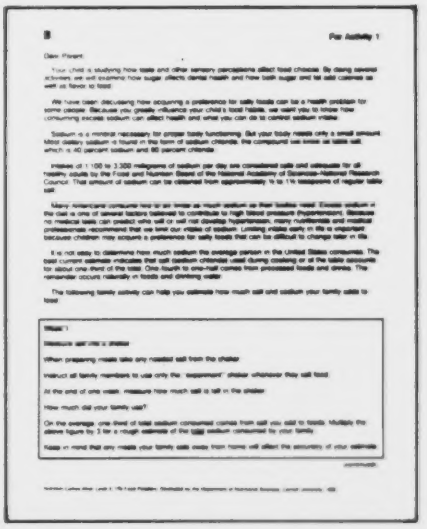
—Why is too much sodium not good for you?

Explain that salt contains the mineral sodium. The body needs some sodium to function properly. But many people consume much more sodium than they need. Too much sodium can contribute to health problems (high blood pressure and heart disease).

Acquiring a taste preference for salty foods early in life can lead to future health problems. Explain that the salt shaker is one source of sodium they can control. As they become aware of how much salt they add to foods they can try (1) adding less or no salt and (2) making substitutions such as parmesan cheese on popcorn.

Variation

Have the students taste and compare regular and low-sodium soups. Explain that manufacturers add salt to many foods such as soup. Because of health concerns, many low-sodium alternatives are being marketed. The label tells how much sodium is in the product. Making homemade soups is another alternative for limiting the amount of sodium. Encourage students to have their family try the vegetable soup recipe included in the letter to parents. Have them report back to the class if they tried it and how their family liked it.



Letter to Parents

The letter B to parents includes information about the health concerns associated with consuming too much sodium. A family activity is provided to help families determine how much sodium, in the form of salt, they add to foods. Because canned soups often are high in sodium, a low-sodium vegetable soup recipe is included. The information, family activity, and recipe should help families begin to examine the sodium content of their diet.

My Nose Helps

Advance Preparation

Cut (or grate) apple, pear, potato, and cabbage into small pieces for tasting.

Label several sets of small paper cups A (apple), B (pear), C (potato), and D (cabbage) and fill each with appropriate foods.

Prepare enough samples of two or more fruit juices in paper cups for each student in the class. Put a foil cover on each cup and insert an opaque straw.

Smelling Sensations

Have students think of situations when a pleasant or unpleasant odor of food made a strong impression on them. (Examples: freshly baked bread, charcoal-grilled hamburgers, burned toast, spoiled milk)

—How many situations were pleasant? Unpleasant?

—What can odors tell us about food?

—Are some foods tasteless when you have a cold? Why?

Explain that an area about the size of a postage stamp in the upper part of the nasal cavity allows us to recognize a multitude of different odors. We can identify four basic tastes, but identifying odor is much more complex. The flavor of foods—for example, strawberry—is the combination of taste and odor sensations.

The Power of Smell

Divide the class into groups of 5 to 6 students. Designate a leader for each group. Provide each leader with paper cups containing samples of the four foods.

1. Taste without smell. Students will close their eyes and hold their noses while the leader gives each a sample of one food to taste. After tasting the food, each person will write down what he or she thinks it is. Repeat with the other foods.

2. Smell and taste. Students will close their eyes only and repeat the above procedure, first smelling and then tasting each food.

Ask the leaders if they can identify the foods by sight. If not, identify each food for them. Have the leaders tally the correct numbers of responses in their group for each food in each taste test.

Questions for conversation:

—Which group correctly identified the most foods?

—By tasting only, which foods were easy to identify? Difficult to identify?

—Were any foods difficult to identify after smelling and tasting?

—Did you like the taste/smell of all the foods? Why or why not?

—What other senses help us identify foods?

—Which sense influences your food choices the most?

Review the five senses—touch, sight, smell, sound, and taste. Ask the students to name foods they associate with each sense. Examples might include the smell of pizza, the snap of fresh carrot, the slippery feel of gelatin, the shape of macaroni spirals, the dark green color of spinach. How do our senses influence our food preferences?

Sip and Name

Provide each student with paper cups containing the selected fruit juices. Tell them that they are to taste and identify these beverages.

(continued)

Instruct the students to hold their noses before tasting each sample. After they have tried to identify each sample, tell the students to taste each again without holding their noses. Have the students remove the foil cover before making a final taste test.

How many students correctly identified the juices by taste alone? By smelling and tasting? After seeing?

Variations

Add food coloring to each juice to change the color. Is the juice harder to identify? A similar experiment could be done by making plain gelatin and adding flavor extracts and food coloring.

Additional Activities

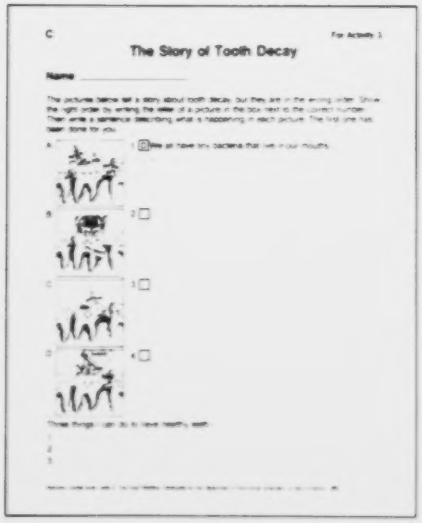
- Have students create a spelling list or a dictionary of vocabulary words that describe how foods taste, smell, look, feel, and sound.
- Have students use magazine pictures or their own drawings to create a collage of foods with similar taste, smell, and so on (such as crunchy foods, red foods, spicy foods). Have them show their collages to other students and ask them to guess the common feature of the foods. This activity would be appropriate for small groups.
- Ask students to think about how temperature can affect the smell of a food. Compare a raw apple and a baked apple or a cold blueberry muffin and a freshly baked one. Have students think of other comparisons.
- Tell students to imagine what eating would be like if they lacked the five senses. What would they miss most? Have them write a short paragraph explaining why.

Sweet Is Good?

Advance Preparation

Obtain soda pop and a tooth.

Copy work sheet C.


C

The Story of Tooth Decay

Name _____

The pictures below tell a story about tooth decay, but they are in the wrong order. Show the right order by writing the letter of a picture in the box next to the correct number. Then write a sentence describing what is happening in each picture. The first one has been done for you.

A 1 We all have tiny bacteria that live in our mouths.

B 2

C 3

D 4

These things can do to have healthy teeth.

1.

2.

3.

Sweet Associations

In our society, the word "sweet" implies something good. We call people we like sweet (Isn't she sweet? Isn't he a sweetheart!), and we enjoy sweet foods. In fact, of the four basic tastes, sweet is most people's favorite.

But is sweet necessarily good? Investigate the facts about cavities.

How a Cavity Forms

Ask students if they have been to a dentist. Discuss why they go to the dentist.

—Have they had or known someone who has had a cavity?

—What is a cavity?

—What causes a cavity?

Explain that bacteria, a susceptible tooth, and food for the bacteria are needed for a cavity to develop. Bacteria are always present in the mouth. Heredity, low flouride intake, and malnutrition during the period of tooth development can all affect susceptibility to decay.

Ask students if they know what food bacteria can readily use. Explain that bacteria use sugar to produce acid. The acid destroys the enamel on the tooth, ultimately forming a hole (cavity).

The Acid Test

The results of this experiment will not be evident for several days.

Put a tooth into a glass of soda pop. Examine the tooth over the next week or two. Observe how the acid in the soda pop dissolves the enamel. Explain that bacteria in the mouth can produce acid from sugar. The destruction (loss of enamel) is slower in our mouths than in the tooth used in the experiment because our teeth are not normally in continual contact with such a high concentration of acid.

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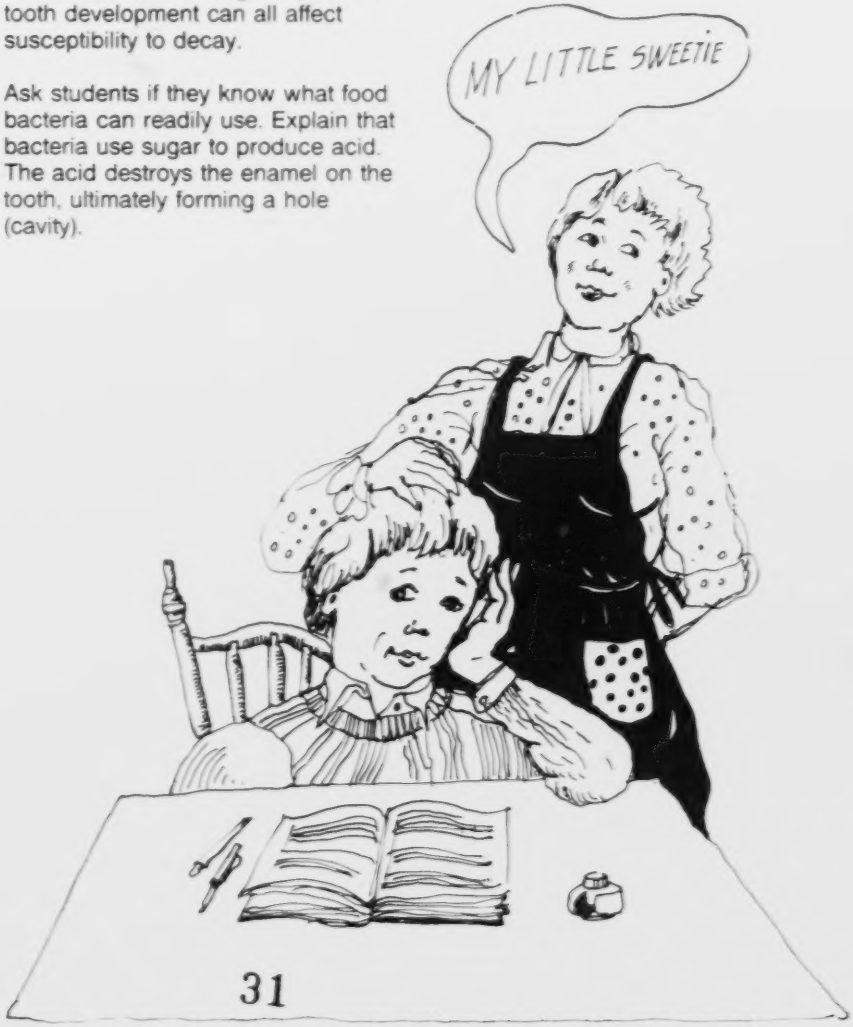

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More Than Too Much

Ask the students to name as many snack foods as they can. List these foods on the chalkboard. Identify those that could be high in sugar. Then have students identify those that are sticky. If no sticky snacks were mentioned, have students try to name some.

Explain that sticky, high-sugar foods adhere to the teeth, providing a food supply for the bacteria for a longer period of time than nonsticky foods. Sticky particles can remain on and between tooth surfaces for long periods of time.

Have the students pretend that a friend of theirs has three sugar cookies to eat. Ask them the following questions:

—Why would it be better to eat all three cookies at once rather than one every hour?

—Why would it be better to eat the cookies with lunch or dinner rather than between meals?

—Why would it be better to eat the cookies with a glass of milk than without anything to drink?

—Why would it help if the friend brushed his or her teeth after eating the cookies?

—Why would an orange be a better snack than sugar cookies?

Eating sugary snacks several times during the day, rather than all at once, increases the chances of tooth decay because the bacteria have a continuous supply of food for producing acid. Consuming sweets with a meal increases salivary secretions, which help prevent sugar from sticking to the teeth. Brushing and flossing help to remove food particles, but it is very hard to clean the teeth well. Students should be encouraged to choose fruits, vegetables, and other nutritious foods for snacks.

From the list on the chalkboard, circle the snacks that are good choices for a between-meal snack. Can the students think of any other good snacks?

Have the students complete work sheet C. Review the process of tooth decay and discuss ways to prevent it.

Additional Activity

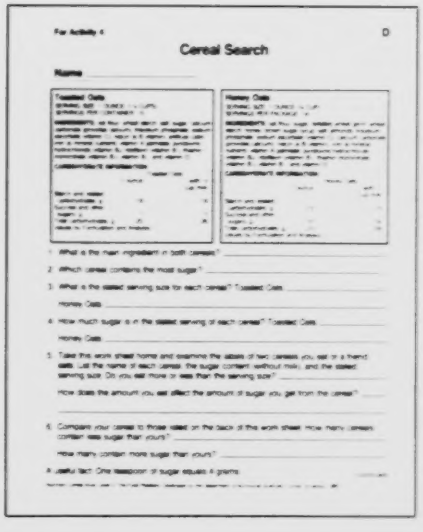
- Have students draw or cut pictures of nutritious snacks from magazines. Create a class "Good Snack Book." Share the book with another class or give it to the school library or a local dentist. Include facts about why nonsugary snacks are important and how to care for your teeth.

Sweets Can Turn You Sour

Advance Preparation

Collect several food packages that list sugar as an ingredient. Include some foods that list sugar as one of the first three ingredients and some that do not. Foods that are likely to be high in sugar include soft drinks, presweetened breakfast cereals, jelly, flavored gelatin mixes, candy, and cookies. Foods that are usually low in sugar include some breakfast cereals, canned soup, salad dressing, ketchup, and breads.

Copy work sheet D.



For Activity 4 D

Cereal Search

Name _____

Toasted Oats

Honey Oats

1. What is the main ingredient in both cereals? _____
2. Which cereal contains the most sugar? _____
3. What is the stated serving size for each cereal? Toasted Oats _____

Honey Oats _____
4. How much sugar is in the stated serving of each cereal? Toasted Oats _____

Honey Oats _____
5. Take this work sheet home and examine the labels of two cereals you eat or a friend eats. List the name of each cereal, the sugar content (without milk), and the stated serving size. Do you eat more or less than the serving size? _____

How does the amount you eat affect the amount of sugar you get from the cereal? _____
6. Compare your cereal to those listed on the back of this work sheet. How many cereals contain less sugar than yours? _____

How many contain more sugar than yours? _____
7. Useful fact: One teaspoon of sugar equals 4 grams.

Sugar Search

Display several food packages in the classroom. Ask the students which ones they think contain sugar. Write the responses on the chalkboard.

Ask how many students have ever read a recipe. What does a recipe tell you? Explain that labels on food packages tell what ingredients were used to make the product.

Ingredients are listed in decreasing order of amount present by weight. Explain that an ingredient label can provide a clue as to how much sugar the food contains.

Divide the class into small groups. Have each group find the list of ingredients on one of the food packages. Have them count and record the number of ingredients that are listed. Have them find where the word "sugar" appears in the list by counting the number of ingredients up to and including sugar.

Explain that "sugar" means only granulated sugar (sucrose) but that other sugary ingredients are often added. Ask if anyone can identify a sugary ingredient on the label (honey, brown sugar, fructose, invert sugar, corn sugar, dextrose, molasses, corn syrup, maltose, lactose). Write the words on the chalkboard as they are identified. Students may need help creating the list of words.

(continued)

Sugar Facts CAUTION

One-quarter of the sugar consumed by Americans is in soft drinks.

Honey, raw sugar, and brown sugar are no more nutritious than refined sugar and do not contain fewer calories.

One teaspoon of sugar weighs about 4 grams. A serving of presweetened cereal that contains 8 grams of sugar would be the same as adding 2 teaspoons of sugar to cereal.

Several presweetened breakfast cereals contain 20-40 percent sugar. Some contain 40-50 percent.

In addition to sucrose, check food labels for honey, molasses, corn syrup, fructose, dextrose, and maltose. If one or a combination of these sweeteners is listed first or second on the label, it is probably a high-sugar item.

Sugar is not all bad. It provides natural sweetness in fruits like oranges, peaches, and grapefruit. Sugar provides food for yeast in breads. It contributes to thickness of milk puddings and stabilizes egg white foams. Many baked products are delicately browned and tenderized because they contain some sugar.

So why all the fuss about sugar? The problem is that our taste buds are trained from an early age to desire highly sweetened foods. Cakes, pastries, and soft drinks can sneak into our diets in between-meal or bedtime snacks. Sugary foods have little to offer except calories and are partly to blame for the increased incidence of obesity and tooth decay.

Excerpted from "Controlling the Sweet Tooth, Carrots," ***Food for Health, The Carbohydrate Connection***, DNS 9, Division of Nutritional Sciences, Cornell University.

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Have the students record where in their lists of ingredients any of the sugary ingredients appear. Tell them to examine the numbers they recorded. If "sugar" or a sugary ingredient is one of the first three ingredients, have them place their package in a section of the display area labeled "high sugar." Group the remaining packages together and label them "low sugar."

Emphasize that the amount of sugar is usually not specified (except on breakfast cereals) and that reading the list of ingredients is only a guide, not a foolproof method, for determining whether the food is high or low in sugar. For example, a breakfast cereal could contain three cereal grains with sugar listed as the fourth ingredient. This product could contain more sugar than another cereal that lists one grain first and sugar second.

Explain that it is not necessary to avoid all foods that contain sugar or sugary ingredients. What is important is to avoid eating a lot of high-sugar foods. Most high-sugar foods contain few nutrients needed for growth. Too much sugar in the diet can cause nutritional dilution. This means that sugar takes the place of foods that provide needed nutrients. Some high-sugar foods such as presweetened cereals are fortified with nutrients.

Comparing Cereals

Pass out work sheet D. Explain that in addition to a list of ingredients many food packages contain nutrition information. The label tells you how much of specific nutrients the food contains.

Cereal labels list the amount of sugar in ounces. Demonstrate or have the students weigh one ounce of sugar. You could also have them weigh two ounces or additional amounts so they can better comprehend the label information.

Tell the students to look for more information about sugar on their work sheet. The list of ingredients does not indicate how much sugar is in the cereals. But most cereal packages have "carbohydrate information" as a part of the nutrition label. The amount of starch and sugar is specified in the carbohydrate information. The amount of sugar includes both added sugar and sugars that are natural components of the ingredients in the cereal such as raisins.

Spice It Up!

Advance Preparation

Have students bring samples of herbs from home.

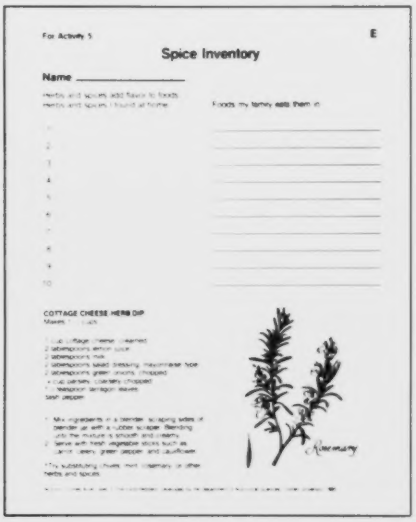
Collect several paper cups or containers to hold these samples.

Gather necessary equipment for growing herbs.

Gather ingredients and utensils for making cottage cheese dip.

Obtain the book ***Salt, Sugar, and Spice*** or a children's encyclopedia.

Copy work sheet E and recipe sheet F.


For Activity 5 — E

Spice Inventory

Name _____

Herbs and spices add flavor to foods. Herbs and spices I found at home: — Foods my family eats them in:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

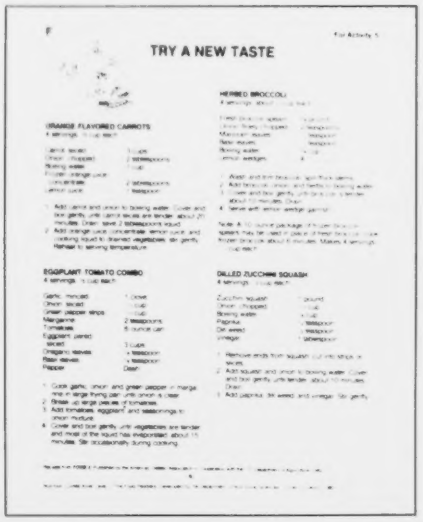
COTTAGE CHEESE HERB DIP

Makes _____ cups

_____ cup cottage cheese, creamed
2 tablespoons lemon juice
2 tablespoons milk
2 tablespoons salad dressing, mayonnaise type
2 tablespoons green onions, chopped
4 cup parsley, coarsely chopped
1 teaspoon tarragon leaves
Salt, pepper

1. Mix ingredients in a blender, scraping sides of blender jar with a rubber scraper. Blending until the mixture is smooth and creamy.
2. Serve with fresh vegetable sticks such as carrot, celery, green pepper and cauliflower.

Try substituting chives, mint, rosemary, or other herbs and spices.


F — For Activity 5

TRY A NEW TASTE

ORANGE FLAVORED CARROTS

4 servings, ½ cup each

Carrot, sliced — 1 cup
Onion, chopped — 2 tablespoons
Boiling water — ½ cup
Frozen orange juice concentrate — 2 tablespoons
Lemon juice — 1 teaspoon

1. Add carrot and onion to boiling water. Cover and boil gently until carrots are tender, about 20 minutes. Drain; save 2 tablespoons liquid.
2. Add orange juice concentrate, lemon juice and cooking liquid to drained vegetables; stir gently. Reheat to serving temperature.

HERBED BROCCOLI

4 servings, about ½ cup each

Fresh broccoli spears — 1 pound
Onion, finely chopped — 1 tablespoon
Marjoram, ground — ½ teaspoon
Basil, ground — ½ teaspoon
Boiling water — ½ cup
Lemon wedges — 4

1. Wash and trim broccoli; split thick stems.
2. Add broccoli, onion and herbs to boiling water.
3. Cover and boil gently until broccoli is tender, about 10 minutes. Drain.
4. Serve with lemon wedges, garnish.

Note: A 10 ounce package of frozen broccoli spears may be used in place of fresh broccoli. Prepare broccoli about 5 minutes. Makes 4 servings, ½ cup each.

EGGPLANT TOMATO COMBO

4 servings, ½ cup each

Garlic, minced — 1 clove
Onion, sliced — ½ cup
Green pepper strips — ½ cup
Margarine — 2 teaspoons
Tomatoes — 6 ounce can
Eggplant, peeled, sliced — 1 cup
Oregano leaves — ½ teaspoon
Basil, ground — ½ teaspoon
Pepper — Dash

1. Cook garlic, onion and green pepper in margarine or large frying pan until onion is clear.
2. Break up large pieces of tomatoes.
3. Add tomatoes, eggplant and seasonings to onion mixture.
4. Cover and boil gently until vegetables are tender and most of the liquid has evaporated, about 15 minutes. Stir occasionally during cooking.

DILLED ZUCCHINI SQUASH

4 servings, ½ cup each

Zucchini squash, sliced — 1 pound
Onion, chopped — ½ cup
Boiling water — ½ cup
Paprika — ½ teaspoon
Dill weed — ½ teaspoon
Vinegar — 1 tablespoon

1. Remove ends from squash; cut into slices ½ inch thick.
2. Add squash and onion to boiling water. Cover and boil gently until tender, about 10 minutes. Drain.
3. Add paprika, dill weed and vinegar. Stir gently.

Herbs and Spices

Write the words "herb" and "spice" on the chalkboard and ask the students what they think the words mean. Can they name an herb? Can they name a spice?

A definition and a listing of spices and herbs are on the reverse side of this activity sheet. Have students find out what ones are used at their homes. Ask for volunteers to bring samples of herbs to class. Explain the homework assignment for work sheet E.

Name That Herb

Have the students who brought samples of herbs from home put them in paper cups. Letter-code each cup. Demonstrate that crushing the herbs makes the smell stronger.

Have the students write each code letter on a sheet of paper. As the cups are passed around the classroom, each student will guess the name of the herb or a food he or she associates with the smell. Reveal the name of each herb.

Questions for conversation:

—How many herbs were correctly named?

—What food associations were made?

—What herbs are used at home? In what foods?

—Why are herbs an important ingredient in cooking?

Taste Discoveries

Help the students prepare the cottage cheese dip on work sheet E. Divide the class into groups and have each use a different herb to prepare the recipe. Use vegetable sticks to taste the dips. Consider inviting another class to sample the dips and have the students report on what they have learned about herbs.

—Which herbs were new taste experiences?

—Which was the favorite? Why?

—Did the students dislike any of the dips? Which ones?

Pass out recipe sheet F. Have the students identify the vegetables in each recipe. Have they ever tasted the vegetables? If so, did they like them? Why or why not?

—What spices and herbs are used in the recipes?

—What other ingredients add flavor?

(continued)

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Have the students share the recipes with their families. Encourage them to try the recipes at home. Have them report back to class if they tried any of the recipes. Did they like them? Did their families like them?

A Spicy Past

Help the students discover the fascinating history of spices and herbs. Read parts of the book ***Salt, Sugar, and Spice*** or have students read from a children's encyclopedia. Explain that in the past spices were highly valued for masking the flavor of spoiled foods, for preserving foods, and for medicinal purposes. Using a globe or wall map help the students find the countries where spices are grown.

Watch It Grow

If classroom conditions permit, try growing herbs. You will need to have a window or plant light to provide adequate light. Parsley, chives, and mint are herbs that require only moderate amounts of light.

Plant the seeds in empty half-gallon milk cartons or clay pots with holes in the bottom to allow for water drainage. Mix sand with soil to improve drainage. Water and cover with plastic wrap with a few holes to help retain moisture. Place in a window or under a plant light. Water regularly. Use the herbs in a classroom cooking activity. Or have the students take them home and report back to class on how they used their herbs at home.

SPICES AND HERBS

The most basic way to categorize seasonings is to distinguish between herbs and spices. In general, true spices are grown only in tropical areas, within close range of the equator, and herbs and dehydrated vegetables come from temperate climatic areas. A botanist might classify herbs and spices according to the part of the plant they come from. Herbs are leaves of plants. Spices can be seeds, fruits, buds, or bulbs (roots) of plants.

True Spices

Allspice
Cayenne
Cinnamon
Cloves
Ginger
Mace
Nutmeg
Paprika
Black Pepper
White Pepper
Red Pepper
*Saffron
Turmeric

Aromatic Seeds

Anise
Caraway
Cardamom
Celery
Coriander
Cumin
Dill
Fennel
Fenugreek
Mustard
Poppy

Herbs

Basil
Bay Leaves
Chervil
Marjoram
Mint
Oregano
Parsley
Rosemary
Sage
Savory
Tarragon
Thyme

Blends of Spices

Chili Powder
Curry Powder
Fines Herbs
Mixed Pickling Spice
Poultry Seasoning
Pumpkin Pie Spice

Seasoning Salts

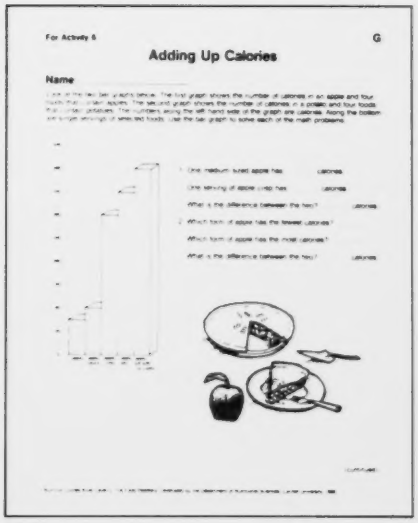
Celery Salt
Garlic Salt
Onion Salt

*An exception to the definition of "true" spice in certain aspects but more closely related to this group than the others.

Does Taste Lead You Astray?

Advance Preparation

Copy work sheet G.


For Activity 6 G

Adding Up Calories

Name

Mm Good!

Have students think about the taste of foods they like. How do they react when they really like the taste of a food?

—Mm, good!

—That's yummy!

—I want more!

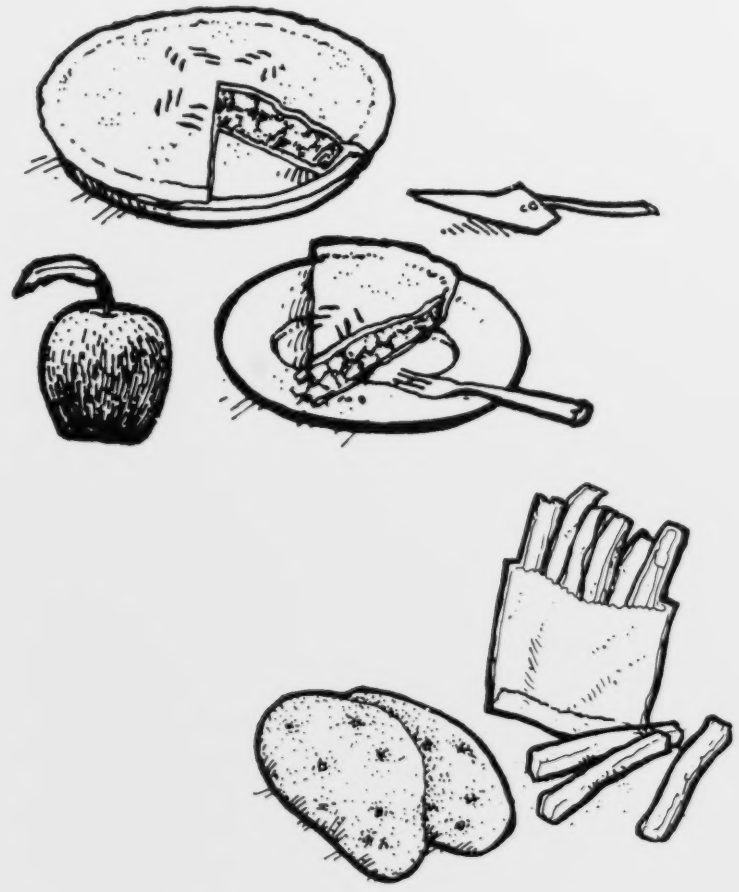
Flavor strongly influences whether we like or dislike a food. The flavor of a food is often difficult to describe because the sensations of taste and smell interact with the sensation of the feel of the food in the mouth. But when we eat a food our brain quickly processes all the information and we decide whether we like or dislike it. Other factors such as texture and temperature can influence food preferences, but flavor is extremely important.

Have students look at food advertisements in magazines or newspapers.

How often is taste or flavor mentioned in the ads? Are any flavors described? What are they?

Adding Up Calories

Give each student a copy of work sheet G. Explain that most people really like the taste of sugar and fat and that's why we add them to so many foods. The work sheet will help the students to examine how flavor preferences for sugar and fat can lead them astray nutritionally. When we add sugar and fat to basic foods we add calories, without any nutritional gain.



Explain that a calorie is a measure of energy. The number of calories you need depends on how fast you are growing and how physically active you are. Butter, oil, jelly, and syrup are some ingredients often added when preparing or eating foods. Butter and oil contain mainly fat, and jelly and syrup contain mainly sugar. Fat and sugar are sources of calories. Students who are overweight may need to be particularly aware of extra calories added to foods that are basically nutritious.

Have the students do the math problems on work sheet G. Discuss the answers. You might choose to have the class do additional math problems using the graphs.

Each bar represents the approximate number of calories in a single serving of each food. To make the math problems easier and consistent, the number of calories was rounded off to the nearest 25 calories. The serving for each item is as given below:

1 plain baked potato (1/2 pound)
1 tablespoon sour cream
1 tablespoon butter
20 french fries
1 cup hash brown potatoes

1 medium apple
1/2 cup sweetened applesauce
1/9th of 9-inch apple crisp
1/7th of 9-inch apple pie
1/4 cup vanilla ice cream

Explain what ingredient added calories to each of the apple and potato foods. Sour cream and butter contain calories from fat. To make french fries, potatoes are deep-fat fried in oil. Sweetened applesauce, apple crisp, apple pie, and ice cream contain calories from added sugar. Pie crust and ice cream also contain fat.

Have the students name other foods to illustrate how we add extra or additional calories to nutritious foods because we like the taste. Be prepared to point out nutrients that might be obtained to show that not all extra calories are "empty" calories.

Some examples of foods to compare include:

2 pancakes
2 pancakes topped with butter and syrup
2 pancakes topped with yogurt

The butter and syrup topping adds only calories. Yogurt adds protein and calcium with the calories.

Additional Activity

- Divide the class into small groups and use the Dairy Council food models to compare different forms of food. Each food model contains calorie and nutrient information. For example, one group could create a bar graph to show the calorie difference between whole milk, low-fat milk, skim milk, chocolate milk, and a chocolate milk shake.

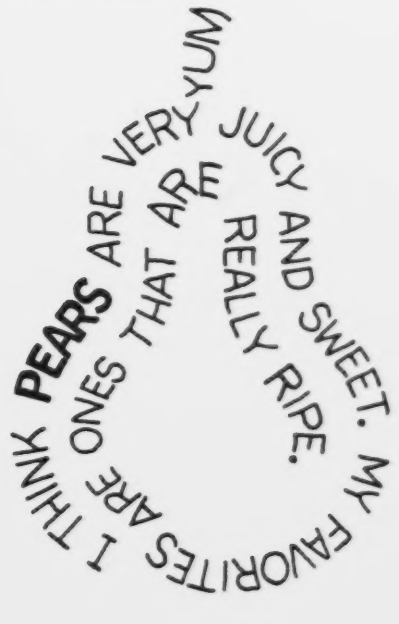
  Students could combine models for a banana, vanilla ice cream, chocolate syrup, salted peanuts, and whipped cream to create a banana split. Have them make a bar graph to show how many calories each ingredient adds.

Evaluation

Pictures Tell a Story

Have each student choose a food he or she would like to draw and write about. Have them write their sentences to create the shape of the food.

Tell the students to think about why they like the food. Have them consider how the food looks, feels, tastes, smells, and sounds. Have them write whatever comes to mind, turning their paper about as they continuously "draw" their food. Using crayons or colored pencils could enhance creativity.



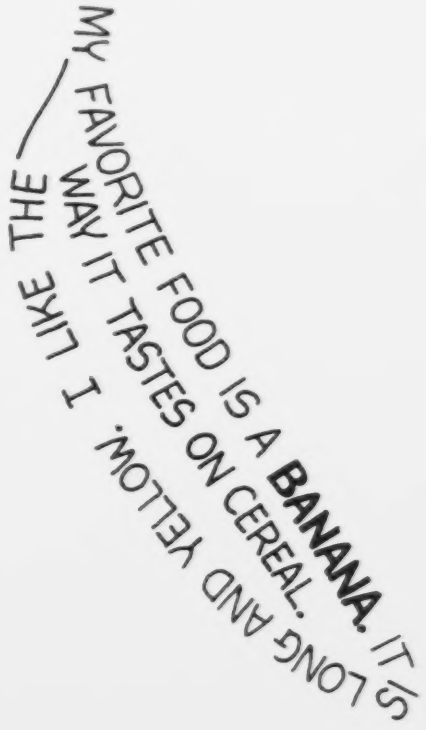
After students complete their drawings have them write answers to the following questions on their papers.

—Which of the five senses did you include in your descriptions?

—Were any senses not included? Name them.

—Would your food be a good snack? Explain why or why not.

Evaluate how well the choice of the food, the description, and the answers to the questions reflect what was discussed in this unit.



Variation

Have students create a mobile that expresses their sensory perception of a food. They could cut cardboard in the shape of the food or paste a picture they draw on cardboard. Have them cut different sizes and shapes of colored paper and write descriptive words and phrases on the cut-outs. Punch holes in the cardboard and paper cut-outs so the pieces can be attached with different lengths of string.

Winning Choices

Divide the class into teams of four to five students. Ask each team one question based on information in the unit. Examples include:

—Which is a better snack choice, cherries or cherry pie?

—Which is a better choice for adding flavor to applesauce, cinnamon or honey?

—If you want to add flavor to cooked broccoli, which is a better choice, salt or lemon juice?

—When you are thirsty, which is a better choice, soda pop or orange juice?

Award five points to teams that answer correctly. Then instruct each team to write four questions based on information learned in class. Have the teams take turns asking their questions. The first team to raise their hands and correctly answer a question is awarded five points. The winning team will accumulate the most points.

Section II

The Food Peddlers

Messages from Family, Friends, and Community

Understanding

Food choices take place within the context of our immediate family, social, and community groupings.

Before You Start

Food carries many messages besides nourishment. Students need to realize that what they eat is influenced by their heritage, family, friends, lifestyle, and customs.

The sound of a bell causes children to race to the ice cream vendor just as the cry "Pies for Sale" once alerted the neighborhood to the traveling bakery wagon. Today on the sidewalks of New York City the aroma of roasted chestnuts and pretzels beckons us. In every community the delights of the deli or the smell of the bakery lure us in.

Special activities and occasions are often associated with specific foods. At a circus or movie we may munch on popcorn. Peanuts in the shell may highlight a day at the zoo. A favorite snack at a ball game may be a hot dog and cola. A birthday celebration might be incomplete without cake and ice cream.

Thanksgiving signals a feast on turkey with dressing and pumpkin pie. A special Friday night treat might be pizza or hamburgers "to go." Talking with a friend over lunch or having chicken soup when we are sick can provide a sense of comfort.

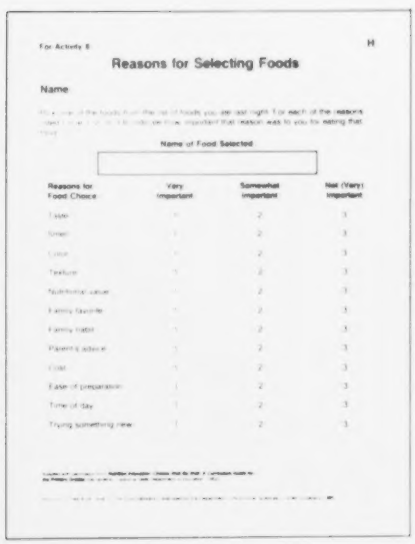
Explore with your students how a variety of food messages and associations shape their eating patterns and how their food habits may be extended by specialty markets or limited by choices available at fast-food outlets.

Activities	Subject
8. Dinner at My House	Health-Fitness
9. Family Food Treasures	Social Studies
10. Heritage Foods	Social Studies
11. When Food Is More Than Food	Language Arts
12. To Market to Market	Social Studies
13. Friendly Persuaders	Social Studies
14. Fast Foods	Art-Math
15. Evaluation	

Dinner at My House

Advance Preparation

Copy work sheet H.



For Activity 8 H

Reasons for Selecting Foods

Name

Name of Food Selected

Reasons for Food Choice	Very Important	Somewhat Important	Not (Very) Important
Taste	1	2	3
Color	1	2	3
Texture	1	2	3
Nutritional value	1	2	3
Family favorite	1	2	3
Family habit	1	2	3
Parent's advice	1	2	3
Cost	1	2	3
Ease of preparation	1	2	3
Time of day	1	2	3
Trying something new	1	2	3

Why Do We Make the Food Choices We Do?

We have many reasons for selecting different foods. When we're young we are often affected by taste and what is familiar to our families. These choices may be very different from home to home.

Using the back of work sheet H, ask students to make a list of all the foods and beverages they consumed during the evening meal the day before.

Have several students name some of the foods on their lists. Record these foods on the chalkboard.

Have the entire class try to guess why the foods might have been chosen. Record possible reasons on the board.

Examples from students	More general reasons
We always have it	(Habit)
It's Dad's favorite	(Family preference)
You need to have vegetables	(Nutritional value)
It gives you energy	(Nutritional value)
My mother works	(Limited time)
Everyone has it for dinner	(Traditional)
It costs less than a roast or turkey	(Cost)
It tastes good	(Taste)
It's easy to cook	(Ease of preparation)

(continued)

Help the students see that the reasons they gave match up with the more general reasons for food choices on the work sheet list.

To personalize food choices at home ask students to pick one food from the family meal they listed on the back of their work sheet and place it at the top of work sheet H. Have them show how important each reason, such as taste or family favorite, is to them when choosing that food. After everyone has completed the work sheet have the class report:

—What factors were very important to them?

—How might their answers change if they chose another food?

—Is their rating the same as those of other students or are reasons for food choices very different?

—Would their parents give the same answers?

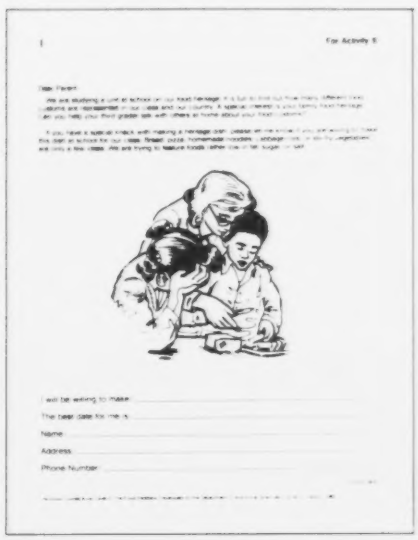
Family Food Treasures

Advance Preparation

Make arrangements for someone with strong ethnic ties to discuss the food patterns of that group.

Obtain the National Dairy Council poster "What Did You Have for Breakfast This Morning?" from the school library or a picture depicting both a variety of nationalities and their foods.

Copy work sheet I.



Breakfast Around the World

Display the National Dairy Council poster "What Did You Have for Breakfast This Morning?" or alternate picture. The poster shows children of several nationalities in native costumes.

—How are the children similar?

—How are the children different?

—What does "culture" mean?

Culture is the way of living shared by the people in a group.

People in a culture share language, food habits, dress, beliefs and behavior, and artifacts.

—Can students identify cultural groups in their community? In New York State?

Have the students list foods they often eat for breakfast. Record the responses on the chalkboard. Do any of the foods reflect the children's cultural heritage? Explain that cultural background can influence what you eat. All people need the same nutrients from food. But nutrient needs can be met with many different kinds and combinations of foods.

—An Italian family may use more tomatoes and pasta than a Mexican family, which relies more on cornmeal. In Oriental cultures little or no milk products are consumed, but tofu (soybean curd) and various green vegetables provide needed calcium.

—Breakfast foods may also be different. In Denmark cheese, meat, crackers, and brown bread are eaten; porridge, kippers (fish), and scones are preferred in Scotland, and *morir soñado* (orange juice, milk, egg, and vanilla), cassave (hard bread), mashed cooked plantain, and fried cheese are the fare in the Dominican Republic.

—Similarities exist also. The pancakes in our country are similar to the Mexican tortilla or the French crepe.

We need to respect the tastes of all people and the foods they eat.

A Generation Ago: Student Investigation

Explain that several factors cause eating habits to change each generation—changes in available foods, marketing of foods, and methods for preparing foods. Have the students use work sheet I to do a little "generation" research. They will need to interview a grandparent or a neighbor or friend who is about the same age as their grandparent. Discuss results in class.

(continued)

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Additional Activities: Sharing Cultural Traditions

- Have each student bring one recipe from home that reflects his or her family's cultural roots. Have the students compile the recipes into a class cookbook.

- Invite a parent or somone from the community to explain his or her traditional food patterns. Try to arrange for the guest to demonstrate how to prepare a traditional food in class or to bring a prepared food. Ask him or her to describe any changes in the family's food patterns since they have lived in the community. Do they eat the same foods as their parents or grandparents? Why or why not?

- Choose a major food commodity of New York State and have the students study how it is used in other cultures. Cabbage is a New York State product that is used in traditional dishes of many countries.

  Golabki, a cabbage roll filled with ground meat, is a popular Polish dish enjoyed by many families in our state.

  Sauerkraut, a popular German dish, is processed in large quantities in central New York in the small community of Phelps.

  Cabbage is a common ingredient in Chinese egg rolls.

  A New England boiled dinner includes cabbage and carrots and is a tradition we borrowed from the British.

- Inquire about using the cultural appreciation program entitled "Vegetable Soup," developed by the New York State Education Department to help children build friendships with other groups and deepen understanding of themselves and others. See Resource List ("Vegetable Soup II Cookbook" helps introduce foods associated with many cultures).

Heritage Foods

Advance Preparation

Copy "Food Preparation in Early New York," sheet J.

Copy work sheet K.

For Activity 10

Food Preparation in Early New York

As New York State began to develop, most settlers of necessity provided their own food. They harvested wild foods, hunted, and planted gardens. Many of these settlers also had orchards and poultry. Only a few settlers could afford to import spices. These included sugar, salt, and sometimes other luxuries such as spices. Sugar was scarce and expensive so molasses and maple syrup were used for sweetening.

People often ate the same foods every day because food supplies were scarce. Today, New York State is a major producer of many fruits, vegetables, dairy products, and maple syrup, and the food supply is enormously varied.

Early homemakers were more dependent on their sense of smell, taste, and touch in cooking and baking than they are today. Equally important was personal judgment developed through experience. For example, the amount of salt or sugar needed was determined by tasting, the aroma of bread was used in choosing ingredients and in testing baked products. The sense of sight and how it looked was used to determine the quality of the finished product. Cooking and homemaking skills were passed from mother to daughter in a kind of apprentice system. Occasionally, a unique skill was shared with other relatives and friends. People learned from each other's experiences.

Recipes and Utensils

Recipes were developed or adapted to the materials, cooking or baking methods available, and the needs of the people who were using them. For example, johnny cake (a word derived from "journey cake," was an early version of cornbread that people would carry on trips, jerky and pemmican, the latter made from dried meat and other ingredients, were compact, nutritious, and

For Activity 10 K

Food Treasures from the Past

Name _____

The early settlers were limited as to the many foods which most people grow or produce for their own families. Nowadays, people buy most of their food at the supermarket.

Compare our food choices with those of the early settlers. List as many modern day foods as you can think of that may be made from the "old fashioned" food.

Old	New
Beans	
Corn	
Wheat	
Potato	
Oatmeal	
Cabbage and other vegetables	
Apples	
Cucumber	
Pears	
Peas	
Various other fruits	
Pumpkin	
Molasses	

Plan your meals using the modern foods.

Which of our modern foods do you think would be most valuable to the early settlers? Why?

Colonial Life

Have the students follow along as you read from story sheet J. Discuss how colonial life was different from life today. Have the students suggest reasons why their eating habits are different from those of their colonial ancestors.

New Forms of Basic Foods

Explain that many colonial foods are still available today and are an integral part of our diet (corn, bread, turkey, and apples are a few examples). Explain that our food choices are more varied than those of the colonists. Basic foods are now available in many different forms—canned, frozen, and packaged. Have students complete work sheet K. Discuss. How many foods were students able to name?

Have the students create a bulletin board display or wall mural depicting colonial foods and modern foods. Have them draw pictures for the mural.

Additional Activities

- Individual students or a group of students may want to give a report or make a poster about American heritage foods. The foods enjoyed by blacks and Puerto Rican and Mexican families are part of our American food culture. Regional foods such as baked beans and clam chowder from New England, tacos from the Southwest, and barbecued beef from the West are also part of our food heritage. Contributions by Native American Indians are particularly strong in New York State and other parts of the eastern United States.

- Make and taste bread. Some Level 3 Language Arts texts suggest making bread as a way to practice following directions. Making a whole-wheat, wheat germ, honey-based bread or finding another nutritious bread to make is a good heritage activity.

Because there are many special breads from different countries, tasting or preparing bread can be a way to emphasize a heritage food common to all children and to recognize the diversity of your classroom.

In addition, bread making is a way to compare the breads of colonial times with those of today. Students who enjoy zucchini bread might be surprised to find out that Native American Indians mixed beans, pumpkins, squash, and other foods with cornmeal to make tasty bread. Pioneer families adopted the idea in developing biscuits and cakes.

When Food Is More Than Food

Advance Preparation

Copy work sheet L.

Collect

Art supplies for wall mural.

Tape and paper for game.

Arrange food and facilities to prepare class party.

L

Food Is Central to Celebration

Name

Special Foods

Special foods are the highlight of many holidays, celebrations, and events that occur throughout the year.

Ask students to think of many occasions that are associated with special foods. List them on the chalkboard. (Ideas: Thanksgiving, baseball game, camping trip, Chinese New Year, carnival, Passover, weddings, Christmas, Valentine's Day. The list is almost endless.)

Food Is Central to Celebration

Do the word association exercise on work sheet L with the class and compare the students' responses. Encourage the students to use their thinking skills in answering the questions at the bottom of the work sheet.

Reinforcing Group Activities

1. Friendly Food Clues

   Tape a piece of paper with the name of a major celebration or event on the back of each child. Have students guess what the event is by asking for food clues from their classmates. Give examples. "Name a food that goes with this event."

2. What Food Am I?

   Students can select foods associated with a particular holiday or season and write mystery riddles about them. Other students can try to guess the foods.

   Examples:

I am red, white, and green all over.

I am juicy and delicious.

I have big black seeds.

I am often served in summer.

What am I? (watermelon)

What is the occasion? (summer picnics, Fourth of July)

Students can also select poems about foods to read aloud to the class.

Try Something New Party

Ask students if there is a way to keep the fun of a birthday party and the celebration of "their day" and yet avoid the high-calorie (and often empty-calorie) foods eaten.

Ask the students to help you plan a nutritious and low-sugar class or family party (for example, unshelled peanuts, fresh fruit, and popcorn for prizes; uniced carrot cake and ice milk or frozen yogurt; milk or juice to replace soda or cola beverage).

How did students like this less traditional approach?

Was the party still a party without the more usual foods? If students especially liked certain foods send recipes home to parents.

To Market to Market

Advance Preparation

Collect colored chalk.

Copy map of New York State. See appendix.

Linking Food with the Farm

How many kinds of farms produce food to meet our needs?

—Use colored chalk to draw a wheel with the center hub representing your school and the children's homes nearby.

—Help your students think about the kinds of farms that are located outside their community or city and write them around the rim of the wheel.

—With different colored chalk use the spokes of the wheel to represent how the food gets to the children or the "marketing" of the foods. Local peddlers and neighborhood-produced foods (ice cream plant, tofu shop) can also be listed.

Changing Foods for the Market

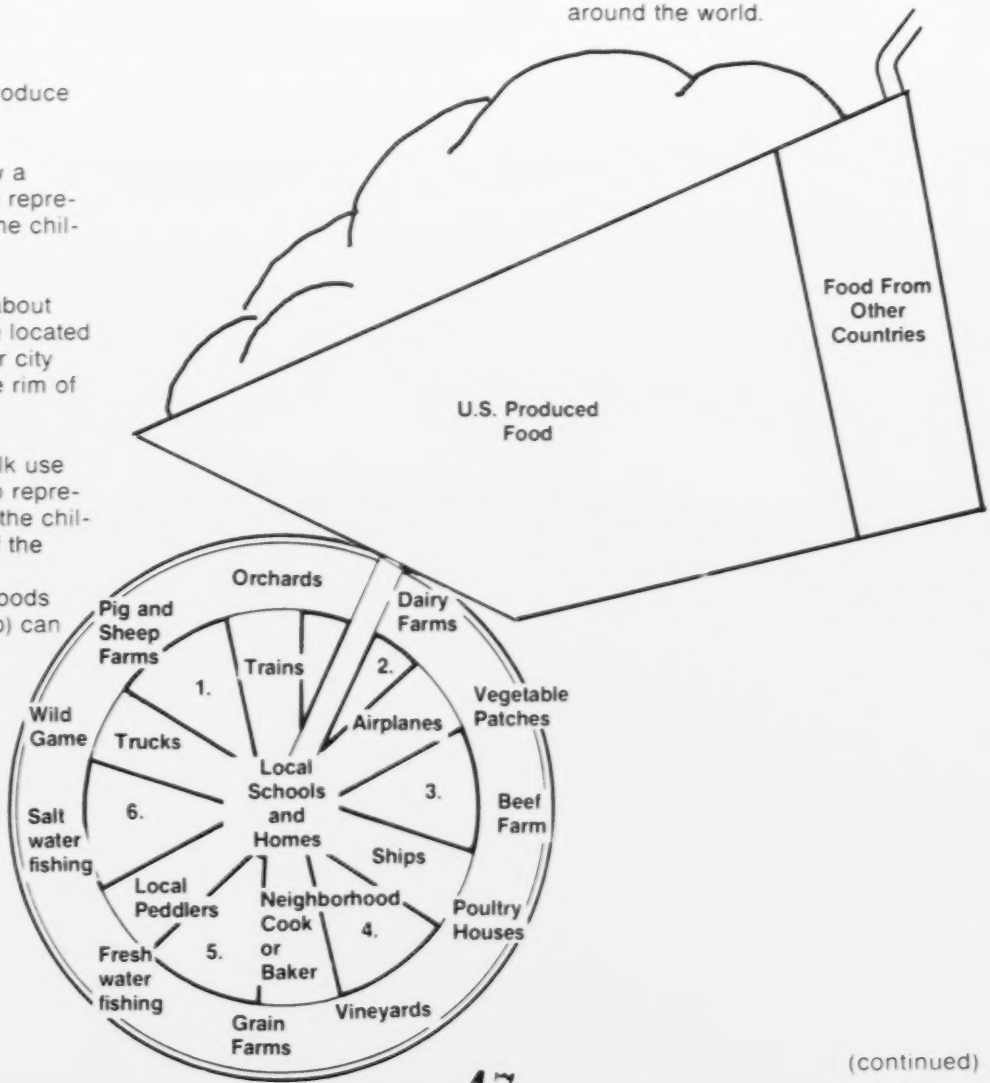
Something is missing in our wheel. Raw foods are often changed and assembled before we eat them. Use the six spaces between the spokes to indicate how this is done.

1. Milk plants
2. Canning factories
3. Freezing, drying, milling
4. Supermarkets
5. Bakeries
6. Restaurants

Markets Near and Far

Using colored chalk, attach a wheelbarrow to the wheel, giving students a chance to recognize that much food comes from outside our own community and state.

The majority of this food is from the rest of the United States such as oranges from Florida and California, peaches from Georgia, and fresh vegetables in winter from many southern states. But bananas, melons, coffee, sugar, and many other foods come from countries around the world.



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Additional Comparisons

Overflowing Wheelbarrow

Just as a wheelbarrow can be loaded to overflowing with leaves, our supply of food can be put in vehicles and moved or "marketed" to people who want and need food in other communities and cities in the United States. Food also can be moved to countries that lack food because of crop failure, lack of rain, and other reasons.

Balancing the Wheelbarrow

Someone has to guide the wheelbarrow and keep it from tipping over. Talk about:

What if

The farmer doesn't receive enough money to live on from selling milk, corn, or wheat?

What if

There is an oil crisis and the cost of running the tractors and shipping food by plane, train, and truck goes sky high?

What if

People in New York had to live on food produced only in their state? Could they do it?

Consumers, farmers, marketers, food industries, and local stores all need to help work as a food team to get nutritious food to market and purchased by the people who need it—in other words, to keep the wheel moving. Sometimes it is hard to keep the wheelbarrow in balance. Have you heard of the market being out of balance?

Creative Reports

Ask students to write about one of the following:

- How foods were bartered at old country stores and trading posts by early settlers.
- How to be an earth friend and buy locally produced food that is not heavily processed and packaged.
- How urban gardens can be started in vacant lots, on apartment balconies, and in inside containers.
- A description of a
  —Farmer's open-air market
  —Fresh fish store
  —Food industry in the area
  —"Pick Your Own" farms

Map Work

Using outline copies of a map of New York have students locate their county and draw in symbols to indicate where in the state *one* of the following is raised or located:

A apples

C cabbage

D dairy farm

G grapes

P potatoes

V vegetable truck farm growing carrots, beans, and onions

See appendix, "New York as an Agricultural State," for help.

Friendly Persuaders

Advance Preparation

Bring a magazine for clipping out pictures.

Provide paper for creative writing.

Eating Is a Social Activity

Many meals and snacks are shared with friends. Without realizing it, these friends become food peddlers by encouraging us to eat what they like, splurge or binge on a special occasion, try out a new candy bar, or just sit, relax, and talk over food.

Help students identify the social role of food by

—Discussing activities that involve eating or drinking with parents, brothers and sisters, or friends. Lunchtime, after-school snacking, slumber parties, hockey, basketball, or football games, picnics, birthday parties, visits to an ice cream store in summer, and watching TV are good examples.

—Dividing activities into ones that revolve around good eating habits and ones at which less healthy foods are eaten.

Healthy

Picnics
Apple picking
Growing and eating garden vegetables
Making low-sugar granola
Cooking dinner

Not so Healthy

Birthday parties
Cake and ice cream parties
Eating treats at movies
Halloween
TV snacking

—Clipping pictures of food advertisements from magazines that show food as central to a social event and making a collage on the bulletin board.

Friends Influence Our Food Choices

Ask students if they can think of foods they like to eat but their friends don't. Can they think of foods their friends eat but they don't like? Is it possible to persuade friends to eat good foods such as juice, fruit, yogurt, and milk? Have the students try one of the following tactics.

Friendly Persuader Tactics

Idea #1

Play a food expert/nutritionist and have a classmate as "patient" or client. Tell the patient you want him/her to be as healthy as possible by eating nutritious foods. What would you recommend? (fruits, vegetables, less candy and soda) Can you be convincing? Do a "check-up" on the patient the next day by checking his or her lunch bag or tray and asking what the patient had for breakfast.

Idea #2

Write a story about a Martian landing on earth, befriending you, and needing help to adjust to living here. You are the only one who can provide information and guidance on what foods the alien should eat.

How would you help your Martian friend choose foods that will help him grow if he goes to a

kitchen in a home

fast-food outlet

vending machine

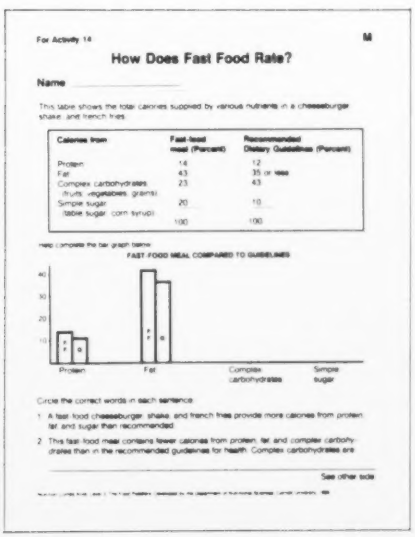
Have students share their stories.

Fast Foods

Advance Preparation

Copy both sides of work sheet M.

Collect string, paper, hangers, and paper clips for making mobiles.



For Activity 14 M

How Does Fast Food Rate?

Name _____

This table shows the total calories supplied by various nutrients in a cheeseburger, shake, and french fries.

Calories from	Fast-food meal (Percent)	Recommended Dietary Guidelines (Percent)
Protein	14	12
Fat	43	35 or less
Complex carbohydrates (fruits, vegetables, grains)	23	43
Simple sugar (table sugar, corn syrup)	20	10
	100	100

Now complete the bar graph below.

FAST FOOD MEAL COMPARED TO GUIDELINES

40
30
20
10

Protein | Fat | Complex carbohydrates | Simple sugar

Circle the correct words in each sentence.

1. A fast food cheeseburger, shake, and french fries provide more calories from protein, fat, and sugar than recommended.
2. This fast food meal contains fewer calories from protein, fat, and complex carbohydrates than in the recommended guidelines for health. Complex carbohydrates are

See other side

Nutrition on the Run

Sometimes there are two sides to a story. Fast foods are often referred to as junk foods. The truth is that fast foods contain many nutrients but not necessarily the ones we should consume in large quantities. Students can make better choices when they buy fast foods if they know the facts.

PRO: It's possible to get good amounts of protein, iron, certain B vitamins, and calcium from fast foods.

CON: It's equally possible to get too much fat, sugar, and sodium as well as too many calories. (More facts on next page.)

Mobile Activity

Divide the class into work groups to make fast-foods mobiles. This activity involves students in thinking of ways to tell the message. Side 2 of the student work sheet supplies simplified information on fast foods.

Group 1

Put together a mobile that lists reasons why people eat at fast-food outlets.

Group 2

Make a mobile that tells the PROS and CONS of eating at a fast-food outlet.

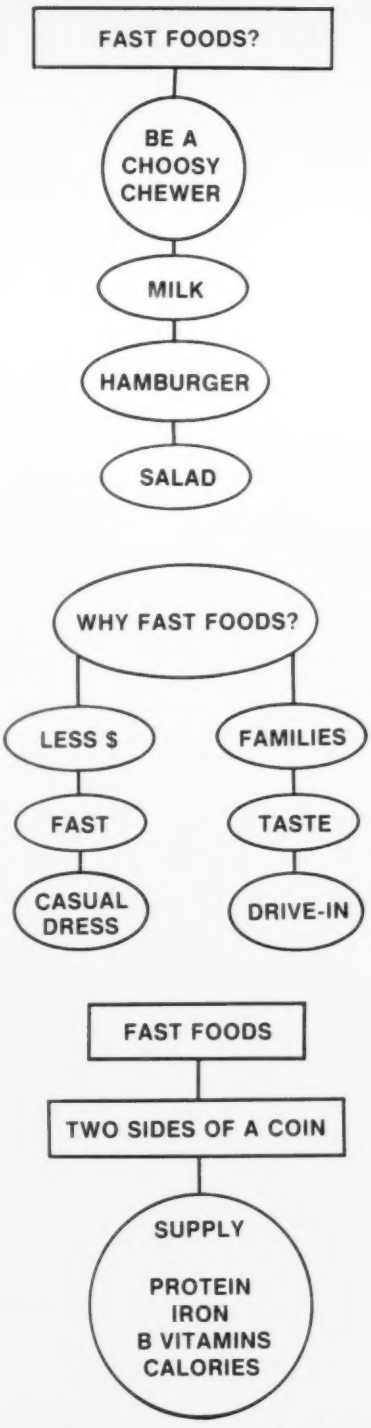
Group 3

Make a bright-colored mobile that tells how to be a "choosy chewer" when eating fast foods.

1. Unbend a paper clip.
2. Punch holes in pictures of colored paper cut-outs.
3. Put figures together by hooking paper clips into holes.

Bar Graph Activity

Have students complete the bar graph on work sheet M. This activity reinforces the reasons why a large specialty hamburger, fries, and shake may not be the best fast-food choice.



(OTHER SIDE: TOO MUCH FAT, SUGAR, SODIUM, CALORIES)

Specific Nutrients in Fast Foods

Fast-food entrees, such as hamburgers, chicken, pizza, chili, fish, and other sandwiches, supply generous amounts of protein. If a third grader combines an entree with fries and a shake, he/she can get 50 to 100 percent of the RDA for protein. Assuming he/she eats two other meals the same day, it's easy to see how this student, like many Americans, can consume two to three times the RDA for protein in a single day.

The high amount of fat in many fast foods can be a major nutritional disadvantage. A USDA study has found most fast foods high in fat. Larger "specialty" hamburgers, which naturally have more calories, also had a higher percent of calories from fat. The regular hamburgers ranged from 34 to 40 percent of calories from fat. The french fries averaged 48 percent of calories from fat. Current guidelines suggest we consume about 30 percent of calories as fat.

The oil used in the frying or deep-frying method of preparation is an obvious source of fat in fast foods. Less obvious sources include fat in the form of mayonnaise, tartar sauce, and "special sauce" and the fat in desserts and shakes. Shakes ranged from 21 to 33 percent of calories from fat while desserts (pies and turnovers) had 43 to 52 percent of calories from fat.

The carbohydrates in fast-food entrees are mainly in the form of starches, but the desserts, shakes, and soft drinks are high in simple sugar. ***Consumer Reports*** found between 8 and 14 teaspoons of sugar in the 11 brands of chocolate shakes they sampled. By comparison, a 12-ounce soft drink contains roughly 9 teaspoons of sugar.

One type of carbohydrate that is generally not abundant in fast-food meals is fiber. Few fruits and vegetables or whole grain products are available on the menu. The exception is the salad bar that can be found in an increasing number of chains.

The high fat and sugar content of many fast foods contributes significantly to calorie count. "Typical" fast-food meals such as a specialty hamburger, fries, and a shake; a 10" pizza and a cola; or a 3-piece fried chicken dinner all contain about 1,000 calories. This is about one-third to one-half of the total daily calories recommended for adult men and women respectively. If two other substantial meals are eaten the same day, the recommended allowance for calories can easily be exceeded. The shake has been cited as a major contributor of calories, averaging 400 calories for the popular size to 800 calories for a large malt.

Certain vitamins and minerals can be found in adequate amounts in fast-food meals. Thiamin, riboflavin, niacin, and vitamins B_6 and B_{12} are readily available in a variety of items. Folacin and biotin may be less available because few food sources are offered. Vitamin C is also harder to get since it is low in many menu items and some is lost in processing. French fries have some vitamin C, although less than plain potatoes. Coleslaw and salad bars provide additional sources of vitamin C. Vitamin A is the one vitamin that is traditionally low in fast-food meals. Salad bars with carrots and tomatoes and Mexican food or pizza made with tomatoes and cheese provide some vitamin A.

Calcium and phosphorus are available if milk or shakes are ordered. Fat-free milk solids or fresh whole milk or cream are a major ingredient in many shakes, giving them a mineral content similar to that of regular milk. A typical shake can provide 270 to 500 milligrams of calcium.

The high sodium content of most fast-food meals can be a real drawback especially for those who must restrict their intake of this mineral. Typical meal combinations range from 1,000 to 2,500 milligrams of sodium. The french fries may provide 100 to 130 milligrams of sodium, and a shake could add 200 to 300 milligrams. Since intakes of 1,100 to 3,300 milligrams of sodium are considered safe for a healthy adult a single fast-food meal can supply that amount.

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Excerpted from "Focus on Fast Foods: An Update," ***Professional Prospectives***, 1982, by Christina Stark, Division of Nutritional Sciences, Cornell University.

Evaluation

Advance Preparation

Collect

Construction paper and string for mobile.

Poster board 17 x 22 inches.

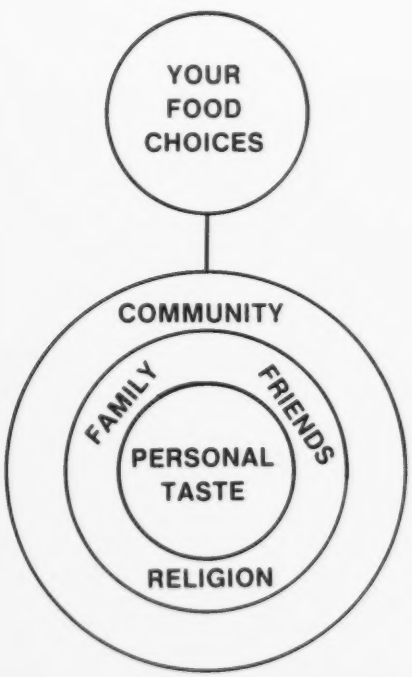
Cardboard or paper for 14 x 2-inch strips.

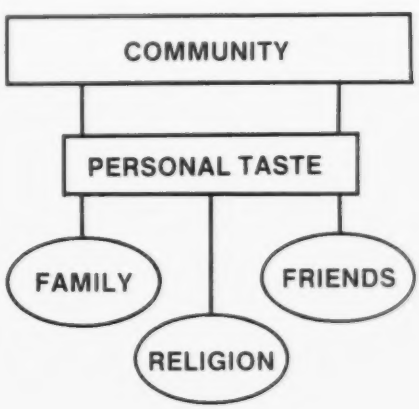
Tape.

Putting It All Together

Verbal Wrap-Up

1. To help the students visualize how all the activities in this unit fit together, draw one of the following diagrams on the board or make it into a mobile.





True-False Quiz

2. Test your students with the following 10 questions. Read each question aloud to the class. Have students write answers on their own paper. Discuss the results.

True or False

(F) 1. Fast foods are junk foods.
(T) 2. It's possible to get too much fat, sugar, sodium, and calories from fast-food choices.
(F) 3. A label must list food ingredients in alphabetical order.
(T) 4. Food favorites of our friends and families are likely to be our favorites.
(T) 5. At religious and family celebrations foods are often chosen for traditional rather than nutritional reasons.
(T) 6. Consumers, farmers, marketers, food industries, and local stores all need to work as a food team to get nutritious food to market.
(T) 7. Foods enjoyed by Native American Indians and early colonists are part of our food heritage.
(F) 8. Taste is the only important reason for selecting a food.
(T) 9. Uniced carrot cake, frozen yogurt pops, and fruit juice are party foods with more nutritional value than ice cream, cake, and soft drinks.
(T) 10. Our food choices may be affected by factors such as ease of preparation, time of day, parents' advice, and nutritional value.

(continued)

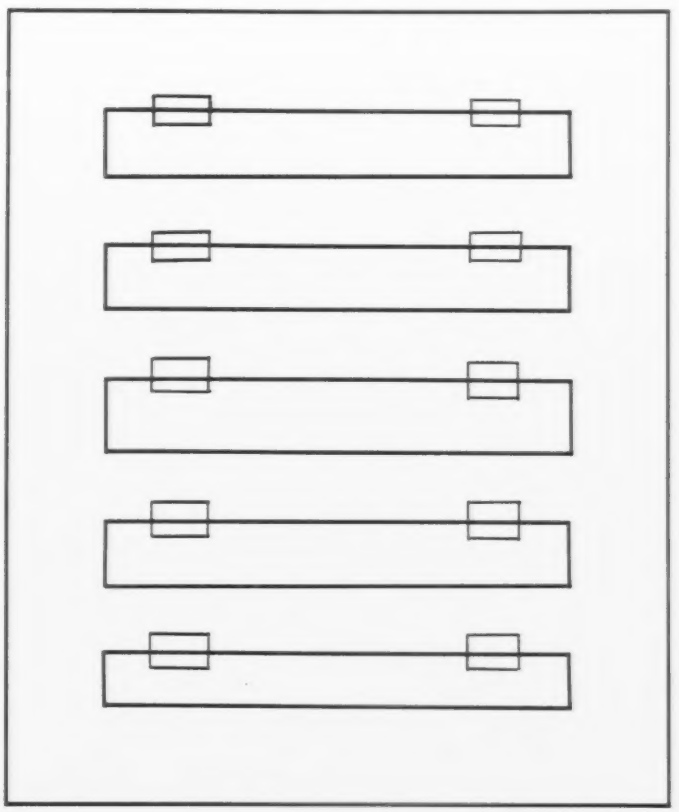
Alternative Activity

- Divide the class into small groups.

  Have each group prepare question-answer boards making up their own questions based on this unit. Have groups test each other.

  To make question-answer boards cut five or six rectangular pieces of cardboard 14 x 2 inches each. Write one question on each strip. Use two pieces of tape to put each question on a 17 x 22-inch poster board.

  Write the correct answer under each flap.



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Section III Part 1

The Food Peddlers

Why the Food Peddler?

Objective

To be able to identify advertisements and understand their selling intent.

Before You Start

A Little Ad History

Advertising as we know it today had its roots in the Industrial Revolution. With mass production manufacturers had to inform larger groups of people that they had something for sale in order to sell these mass quantities.

In those days there was no TV or radio, but advertisements began to surface in newspapers, and a network of peddlers would go from door to door, from town to town. The ad messages were simple announcements . . . "Bread for Sale" . . . "Pies for Sale." That was enough information for the public, for they knew what bread and pies were made of.

As more and more food products came to be mass produced, more and more competition sprang up. To distinguish their products, competitors began to use "brand names": "Buy Kelly's orange juice," or "Buy Mark's orange juice." Your students are introduced to the modern-day use of brand names and competition in this section.

Activities	Subject
16. What's a Peddler?	Language Arts
17. What's an Ad?	Language Arts
18. Why Peddle?	Math
19. Just TV?	Social Studies
20. Brands for Sale!	Language Arts
21. Evaluation	General

Resources

Consider a subscription to ***Penny Power*** magazine, a Consumer Reports publication for young people. Write to Penny Power, P.O. Box 2878, Boulder, CO 80322. The magazine often features posters. It is very readable and gives children insight into items on the market that might be of interest to them. Each issue has five major articles and a game. One article is usually devoted to a food-related problem such as fast foods and snack choices. For an additional $3, you receive a classroom teaching guide.

Fur Trappers and Traders: The Indians, the Pilgrims, and the Beaver. Beatrice Siegel. Walker and Co., 1981.

The "fur rush" was a result of European desire for luxurious beaver hats and other furs. Eager for profits, French, Dutch, and British expeditions created a fur trading enterprise that shaped the economics of the continent's early history.

Street Markets Around the World. Winifred and Cecil Lubel. Enslow, 1974.

The origin and function of unusual markets and street fairs of the past are described, as well as French town markets, Spanish fish markets, and the bird market in Paris that are still operating today.

Hunter's Stew and Hangtown Fry: What Pioneer America Ate and Why. Lila Perl. Houghton/Clarion, 1977.

The author tells the stories behind some of the distinctively named dishes of the American frontier and the innovations that resulted from harsh conditions. She also points out many important culinary contributions of immigrant groups.

The Old Country Store. Gerald Carson. Dutton, 1965.

This is a fascinating little paperback with true accounts of early trading without money, peddling, and old country stores. Wonderful passages that you can read in class help students relive the excitement of the peddler coming after a long, lonesome winter in the isolated countryside and the importance of the crossroads general store.

Country Stores in New England. Gerald Carson. Old Sturbridge Village, Sturbridge, MA, 1955.

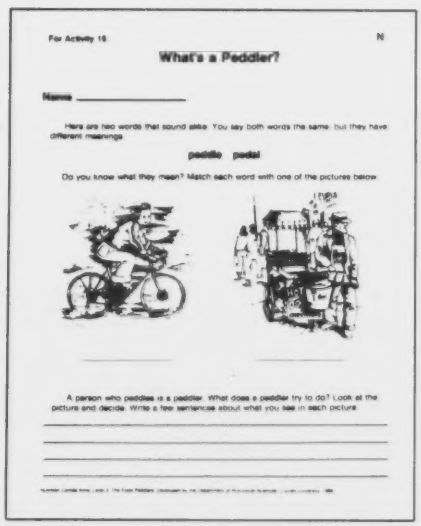
This 16-page pamphlet contains a brief description with some material on peddlers. As the author relates, "The village and crossroads store of early nineteenth-century New England rendered services of an astonishing depth and variety and mirrored faithfully the crafts, customs, economy, and folkways of the rural community." The New England general store moved westward across New York State and Ohio, and this story can help students look back at family traditional folklore. "As a social institution the country store influenced the standards and behavior of daily life as profoundly as our mass communication today—radio, TV, magazines, newspapers, and national advertising."

What's a Peddler?

Advance Preparation

Bring dictionaries and manila folders for students' glossary and work sheets.

Copy work sheet N.



For Activity 16 N

What's a Peddler?

Name _____

Here are two words that sound alike. You say both words the same, but they have different meanings.

peddle pedal

Do you know what they mean? Match each word with one of the pictures below.

A person who peddles is a peddler. What does a peddler try to do? Look at the picture and decide. Write a few sentences about what you see in each picture.

- **Do the activity** "What's a Peddler?" on work sheet N. Ask the children what they think a peddler does.

- **Start a "Food Peddler" glossary.** Begin with the words "peddle" and "peddler." Have the children copy the definitions from a dictionary and keep these sheets in their manila folders.

  peddle to go from place to place selling.

  peddler one who peddles.

—Ask the children to think of things that are peddled. Can they name different kinds of peddlers? (grocers, vendors, storekeepers)

—Ask the children to write a few sentences using the words "peddle" and "peddler."

—How do peddlers let us know that they have things to sell? Ask the children to think of and act out different ways. Read the Mother Goose rhyme "Banbury Fair" and the fun tale ***Caps for Sale*** by Esphyr Slobodkina (paperback, New York: Scholastic, 1976).

- **Be "letter" peddlers.** Here are two ideas.

—Set up different stations around the room. One station can peddle the letters A through G, and other stations can peddle the remaining letters of the alphabet. Have several children at each station and have them call out or attract the other children to the letters they have for sale or trade. The remaining children must go to each station to get all the letters they need to spell designated new vocabulary words for the week or the names of nutrients.

—Set up different stations around the room with each station peddling all the letters of the alphabet. Have several children at each station and set a price for each letter. The remaining children can use play money to purchase the needed letters wherever they can get the best buy.

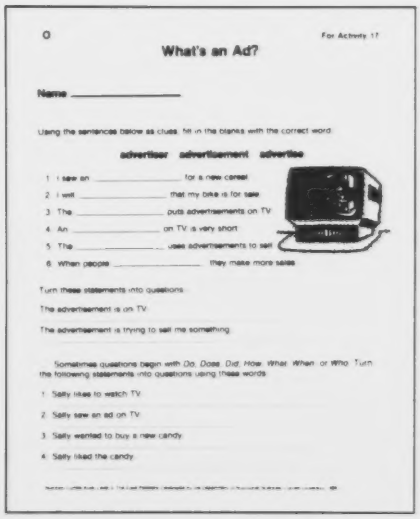
BANBURY FAIR

As I was going to Banbury,
Upon a summer's day,
My dame had butter, eggs, and fruit,
And I had corn and hay.
Joe drove the ox, and Tom the swine,
Dick took the foal and mare;
I sold them all—then home to dine,
From famous Banbury fair.

What's an Ad?

Advance Preparation

Copy work sheet O.



O For Activity 17

What's an Ad?

Name _____

Using the sentences below as clues, fill in the blanks with the correct word.

advertiser advertisement advertise

1. I saw an _____ for a new cereal.
2. I will _____ that my bike is for sale.
3. The _____ puts advertisements on TV.
4. An _____ on TV is very short.
5. The _____ uses advertisements to sell.
6. When people _____ they make more sales.

Turn these statements into questions.

The advertisement is on TV.

The advertisement is trying to sell me something.

Sometimes questions begin with *Do, Does, Did, How, What, When,* or *Who.* Turn the following statements into questions using these words.

1. Sally likes to watch TV.
2. Sally saw an ad on TV.
3. Sally wanted to buy a new candy.
4. Sally liked the candy.

- **Advertisements peddle.** The difference between a peddler and the more modern advertiser is that advertisements come to you through the media, whereas peddlers meet you face to face. Both have the same purpose . . . to sell!

- **What is an advertisement?** The children can add the words "advertise," "advertisement," and "advertiser" to their "Food Peddler" glossary.

  advertise to call public attention to things for sale.

  advertisement a paid public notice, usually for things for sale.

  advertiser one who advertises.

- An advertisement is often called an ad. Do the children know the difference between television programs and ads? List on the board some television programs and some products that are heavily advertised.

Examples

The A Team

Gimme a Break!

Cap'n Crunch

The Muppet Show

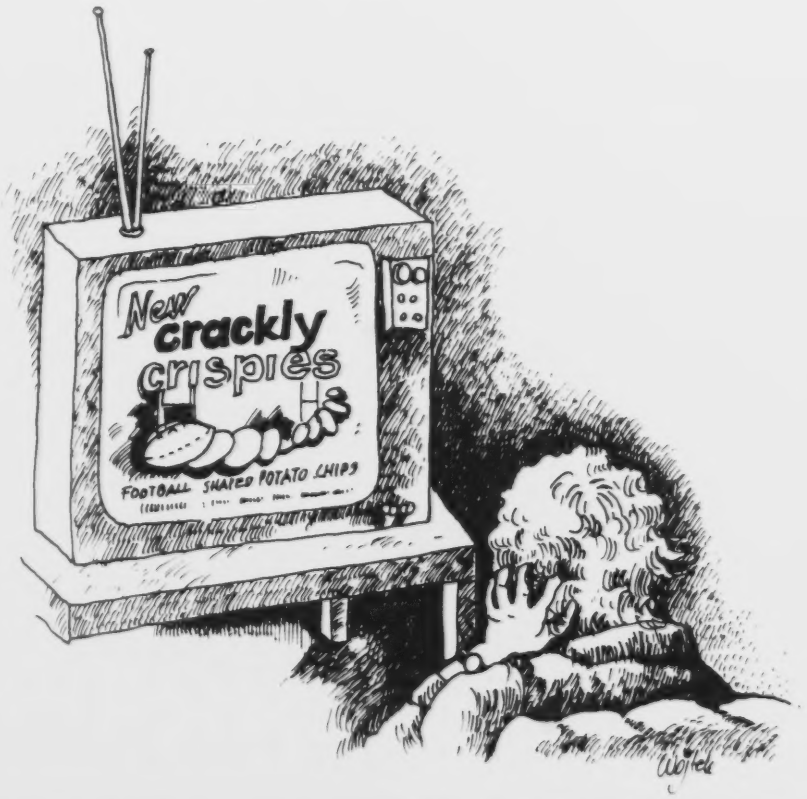
Count Chocula

McDonald's

Read the list. Ask the children, "How many of you think this is a product that is advertised between TV shows or an actual TV program? Why? How can you tell the difference?" Ads are shorter, try to sell, and are placed between program segments to help sell a product. The advertiser helps pay for the program so as to be allowed to "sell" the product. Help students understand the difference.

- **Do the activity** "What's an Ad?" on work sheet O. The children may need help in using the different word endings, "-er" and "-ment," that can be added to the word "advertise."

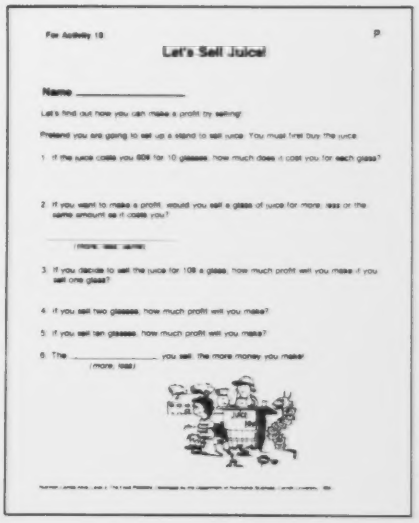
- **Have the children write** a letter to local advertisers, salespersons, or newspapers. Invite them to class to talk about sales and advertising.



Why Peddle?

Advance Preparation

Copy work sheet P.



For Activity 18 P

Let's Sell Juice!

Name _____

Let's find out how you can make a profit by selling!

Pretend you are going to set up a stand to sell juice. You must first buy the juice.

1. If the juice costs you 60¢ for 10 glasses, how much does it cost you for each glass?

2. If you want to make a profit, would you sell a glass of juice for more, less or the same amount as it costs you?

_____
(more, less, same)

3. If you decide to sell the juice for 10¢ a glass, how much profit will you make if you sell one glass?

4. If you sell two glasses, how much profit will you make?

5. If you sell ten glasses, how much profit will you make?

6. The _____ you sell, the more money you make!
(more, less)

- **Why do peddlers try to sell?** Ask the children. Explain that peddlers sell to make money. The more they sell, the more money they make.

- **How do peddlers make money?** Explain that peddlers sell something at a higher price than it cost them. This is their profit. The children can use the dictionary and add the word "profit" to their "Food Peddler" glossary.

  profit to make a financial gain.

- **Do the activity** "Let's Sell Juice" on work sheet P.

  —How could you sell more juice? Ask the children. You could advertise to get as many people as possible interested in buying what you have for sale. The more you sell, the more profit you make.

  —Make up or have the children make up math problems that illustrate the idea of profit.

Expansion Idea

Before people sold things to make a profit, they traded or exchanged one good for another to meet their needs. The children could study how people meet their needs in different cultures and how trade centers became today's cities.

Suggested cultures: Eskimo, Thai

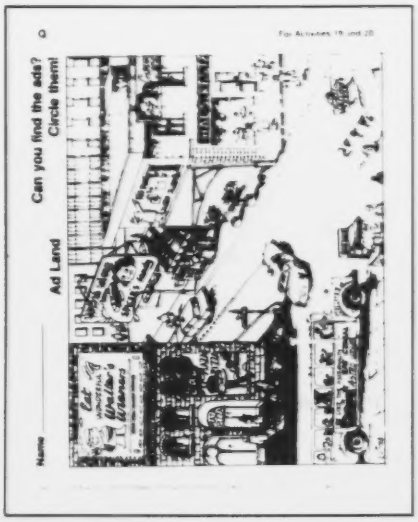
Early American trading centers: Fort Orange, New York (now Albany); New Amsterdam (now New York City); Bent's Fort, Colorado; Astoria, Oregon; Sutter's Fort, California (now Sacramento)

Early trading companies: British East India Company and Hudson Bay Company

Just TV?

Advance Preparation

Copy work sheet Q.



- **Ask the children,** "How many of you watch TV? Do you think everyone watches TV?"

  —TV ads reach a lot of people at once, so they can be a very good way to let people know what products are for sale. But not everyone watches TV, and most people don't really remember an ad until they've seen it more than once.

- **Ask the children,** "Have you ever seen advertisements other than on TV? Can you name some places?" (radio, magazines, newspapers, billboards, posters, through the mail, signs on buses and cars, and even in the supermarket)

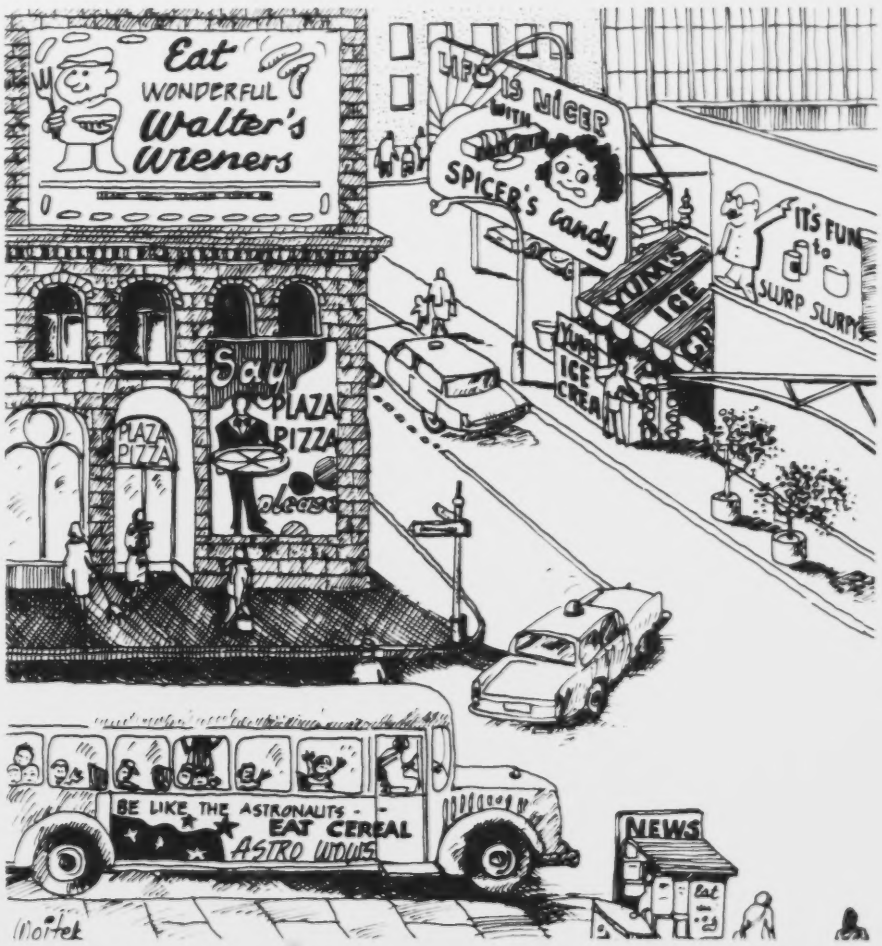
- **Do the activity** "Ad Land" on work sheet Q. Point out to the children that the product's package and brand are often shown in ads so they will look familiar when you see the item in the supermarket.

- **Have a scavenger hunt.** Can the children find ads like the ones on work sheet Q in their community? Have the children list places where they see ads or bring in ads from clippings.

- **Make a collage or mural.** Have the children make a collage with clippings or make a wall mural by drawing a map of their community and listing the places where they found ads. Or the children could make a mural of ads for each product they often see advertised.

Expansion Idea

You may want to ask the children how ads change their environment. How do the children feel about so many ads everywhere? Does it clutter? Does it add excitement? Or doesn't it matter?

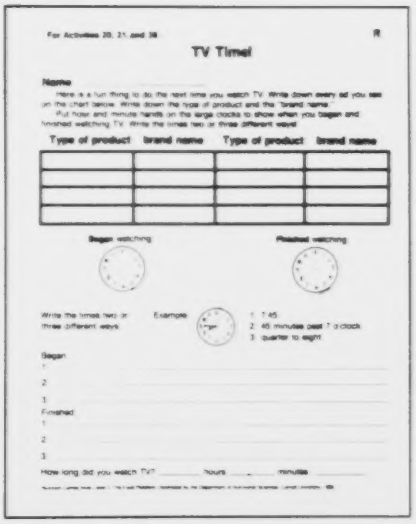


Brands for Sale!

Advance Preparation

Copy work sheet R.

Ask children to bring wrappers or boxes from food products.



TV Time!

Name

Here is a fun thing to do the next time you watch TV. Write down every ad you see on the chart below. Write down the type of product and the "brand name."

Put hour and minute hands on the large clocks to show when you began and finished watching TV. Write the times two or three different ways!

Type of product	brand name	Type of product	brand name

Began watching

Finished watching

Write the times two or three different ways. Example:

1. 7:45
2. 45 minutes past 7 o'clock
3. quarter to eight

Began

1.

2.

3.

Finished

1.

2.

3.

How long did you watch TV? _____ hours _____ minutes _____

- **What's in a name?** Ask the children, "Why do you have different names?" Call out one child's name. "How many of you are this person? Why? What does a name do for you?" Explain that a name helps to identify a particular person, making him or her distinctive.

  —Just as the children have different names, many food products have different names. They are called "brand names."

- **Ask the children,** "What is a brand? Do you know what a branding iron is? Why does a rancher use it?" Explain that the brand is a mark that identifies the owner. Add the word "brand" to the "Food Peddler" glossary.

  brand a mark or label that identifies an owner or a product.

- **Identify brands.** Ask the children to bring in wrappers or boxes from food products. Look at the food wrappers or boxes and use the "Ad Land" activity on work sheet Q. Can the children find the brand names? What products do they identify?

- **Play a game.** Name a product and ask the children to name as many brand names as they can think of for it. Write the brands on the board and tally them. Save the results.

Example

product soda pop

brand names Coke, Pepsi, 7-Up, Dr. Pepper, Tab, Squirt, Fresca

Try other products—cereals, milk, orange juice, candy. For which products can the children name the most brands? Are they nutritious foods? Think about the reason why sugar-rich foods are highly advertised but carrots and cottage cheese are not. (The profit margin on cereals or candy is high, and there is no owner brand or competition for carrots.)

(continued)

- **Have the children take home** the activity "TV Time" on work sheet R and do it while watching TV. Have them bring back the completed work sheets and discuss them in class. Did they identify the brand names and products correctly? Could they identify the ads?

  Children who don't have a TV can use magazines and newspapers to do this activity.

- **Ask the children,** "Why are there so many brands of the same product?" For example, isn't soda pop, soda pop? What makes one soda pop different from another? Does the advertiser usually try to sell a product or a brand of product? Soda pop or Coke? Why?

Note: The advertiser usually tries to sell a brand. Public service announcements and ads by trade associations, such as the American Dairy Association, however, usually push a general group of products with the hope of increasing overall consumption regardless of the brand or producer. Unless a radio or TV station is paid to run the ad, however, it may not be used.

- **Try the following activity.** Divide the class into two groups. Tell each group to try to sell you soda pop. Pretend to be the buyer and ask the children in each group, "Why should I buy soda pop from you when I can get soda pop from the other group? What makes your soda pop better?"

  —What could they do to make their product different or seem different to the buyer? The answer is to use a brand name. The advertisers want you to buy their brand of soda, not someone else's. They want to sell more and make a profit. This is the basis of competition.

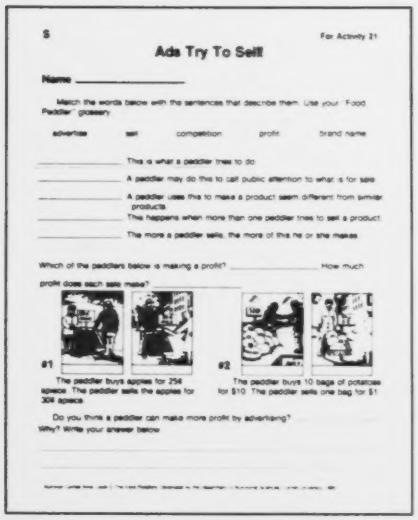
Evaluation

Advance Preparation

Copy work sheet S.

Remind the class to bring work sheet R homework.

Bring two different brands of orange juice or cola to class.



S For Activity 21

Ads Try To Sell

Name _____

Match the words below with the sentences that describe them. Use your "Food Peddler" glossary.

advertise sell competition profit brand name

_____ This is what a peddler tries to do.
_____ A peddler may do this to call public attention to what is for sale.
_____ A peddler uses this to make a product seem different from similar products.
_____ This happens when more than one peddler tries to sell a product.
_____ The more a peddler sells, the more of this he or she makes.

Which of the peddlers below is making a profit? _____ How much profit does each sale make?

#1 The peddler buys apples for 25¢ apiece. The peddler sells the apples for 30¢ apiece.

#2 The peddler buys 10 bags of potatoes for $10. The peddler sells one bag for $1.

Do you think a peddler can make more profit by advertising? Why? Write your answer below.

Do the children understand the selling intent of ads?

- **Do the activity** "Ads Try to Sell" on work sheet S. Do the children understand that ads can reach a large audience and promote sales?

- **Peddle juice after school.** Have the children make a plan to sell all the juice they purchase. Where will they put the juice stand? What kind(s) of juice will they sell? How much will they sell it for to make a profit? How will they promote sales? Will they make signs or make an announcement on the school intercom? Will they write a letter asking their parents to come and buy juice? Will advertising that the juice is for sale increase their sales and profit? How?

Can the children identify advertisements?

- **Bring a TV into the classroom.** Ask the children to watch it and raise their hands when an ad comes on. How do the ads try to sell products? Are brand names used?

- **Do a "brand investigation."** Do brands really differ? Sometimes they do, and sometimes they don't. To investigate, bring in two different brands of orange juice or cola. Have the children put on blindfolds and taste each one. How many can tell which brand is which?

- List on the board all products and brand names the students listed in their homework, work sheet R.

- Have the children continue to keep a log at home of TV programs they watch and ads they see on these programs.

Section III Part 2

The Food Peddler's Plot

Objective

To become aware of and understand how ads get us interested in buying.

Before You Start

Advances in Advertising

Technological advances in communications, transportation, and manufacturing brought changes to both the food supply and advertising. New food products were developed, and ads needed to become more informative. Radio and TV were promising advertising media.

As people became familiar with these new products and competition became stiffer, many advertisers began to try to gain sales by playing on emotions rather than by providing the straight product information. "Be like astronauts, and buy Astro Wows cereal today!" "You, too, can make friends when you drink Friendly's orange juice!" These statements, as well as what can be implied visually, make up the "brand image." Advertisers try to create an image that appeals to the largest sector of their target audience to promote more sales.

Advertising today is still a vehicle to announce things for sale, and this is important. But advertising today is extremely sophisticated. Ads are skillfully developed to create a demand for a product you might otherwise not need or even want. This is done primarily by making products appear more exciting and fun than they really are, offering "giveaways," and trying to create a "brand image" that is appealing. Often this image substitutes for information about the product itself.

Activities	Subject
22. Does the Ad Grab You?	Language Arts
23. What Was That Brand?	Music-Art
24. Giving a Message	Fitness
25. Brands Can Have an Image Too!	Social Studies
26. It's New! It's Free!	Social Studies
27. What Information Does the Ad Give You?	Language Arts
28. From the Tube to You!	Social Studies
29. Evaluation	General

Resources

Buy and Buy. Inside/Out Series. National Instructional Television, Box A, Bloomington, IN 47401. *Or* free video duplication within New York State. Order from your local BOCES.

This 15-minute film shows how two children pool their allowance to buy a new toy advertised on TV: an "Iron Whirly Gig." After their purchase, the children were disappointed because the "Iron Whirly Gig" was not at all what it seemed on TV.

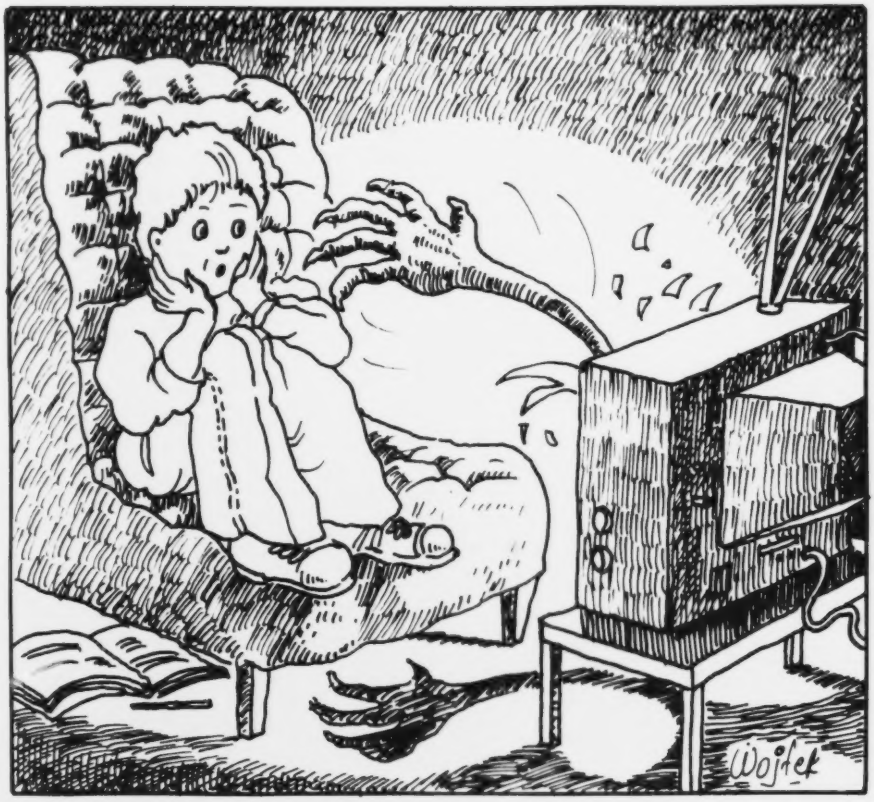
The Six Billion $$$ Sell. Consumer Reports Films, Box XA-09, 256 Washington Street, Mount Vernon, NY 10550. 1976. Order from your local BOCES. Also free to schools from the National Agricultural Library, Beltsville, MD. Order in advance, planning one week for use and one week for return mailing.

This 15-minute color film uses clips of real TV commercials to examine basic techniques advertisers use to get us interested in buying. "Selling the Star," "New, New, New," "The Giveaway," and "Promises, Promises" are some examples.

Be a Smart Shopper. Kathlyn Gay. Messner, 1974.

A lesson for consumers with emphasis on careful consideration and selection in the purchase of goods and services. The author discusses how consumers are influenced by advertising, packaging, and display, and she gives hints to young consumers about how to distinguish between real and false bargains.

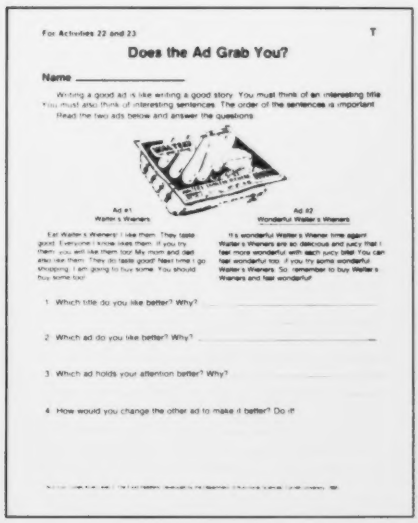
Does the Ad Grab You?



Advance Preparation

Copy work sheet T.

Get out posters.



For Activities 22 and 23 T

Does the Ad Grab You?

Name _____

Writing a good ad is like writing a good story. You must think of an interesting title. You must also think of interesting sentences. The order of the sentences is important. Read the two ads below and answer the questions.

Ad #1
Walter's Weiners

Eat Walter's Weiners! I like them. They taste good. Everyone I know likes them. If you try them, you will like them too! My mom and dad also like them. They do taste good! Next time I go shopping, I am going to buy some. You should buy some too!

Ad #2
Wonderful Walter's Weiners

It's wonderful Walter's Weiner time again! Walter's Weiners are so delicious and juicy that I feel more wonderful with each juicy bite! You can feel wonderful too, if you try some wonderful Walter's Weiners. So remember to buy Walter's Weiners and feel wonderful!

1. Which title do you like better? Why? _____

2. Which ad do you like better? Why? _____

3. Which ad holds your attention better? Why? _____

4. How would you change the other ad to make it better? Do it!

- **Attention, please!** Before we can get the message, an ad must first grab our attention.

  —Ask the children what ways they use to get attention. How can they *keep* someone's attention?

  —Have the children do the activity "Does the Ad Grab You?" on work sheet T.

- **Try some attention-grabbers.** Show the children the posters.

  —Ask the children to choose one product and write an interesting ad based on what they see in the poster. Reinforce the idea that writing an ad is like writing a story. You must choose a catchy title, and the sentences must be in a logical order. Descriptive words make it more interesting.

  —Have the childen read their ads aloud to the class. Vote on who wrote the best ad, using secret ballots.

  —Ask the children which ads they remember. Can they remember what product or brand was advertised? Which ad did they like best? Why? Clever? Catchy? Fun? Exciting? Funny? Magical? Interesting?

- **Optional activities**

  —Suggest that the children choose another food product and create colorful posters to try to sell it.

Ask the class to choose the best posters and give reasons for their choices.

- **Homework.** Have students select a favorite food or find a picture of a delicious food in a magazine. Ask them to write an ad trying to sell the food.

What Was That Brand?

Identify Advertising Devices!

- **Repetition**

  —If an ad keeps your attention, you're more likely to remember it. And after you have seen it a few times, you're likely to remember the brand advertised.

  —In addition to repeating the ad, repeating the brand name within the ad is one device the advertiser uses to help you remember the brand.

  —Have the children look at work sheet T again. Which ad helps you to notice and remember the brand name better? Ad #2, of course, because the brand name is mentioned more often.

  —Advertisements are usually only 30 or 60 seconds long. Yet in this short time the brand name is often repeated 6 to 10 times, even in just a 30-second ad.

- **Familiarity**

  —On television and in printed ads, the product and the brand name are usually shown. This not only calls attention to the brand name, but it makes the viewer familiar with what the product package looks like. That makes it easier for you to notice it when you are at the supermarket.

- **Jingles**

  —Read the ad "Hillbilly Drink" below. Have the children clap their hands. Ask the children, "What's different about this ad?" It has a "jingle" that mentions the brand name. Jingles are often used to help you remember the brand advertised. Add the word "jingle" to the "Food Peddler" glossary.

  jingle a catchy and simple song carrying the advertiser's message.

  —Read the ad again. Ask the class to count how many times Hillbilly Drink is mentioned.

  —Sing an ad. Ask the music teacher to help. Break the class into two teams. Ask each team to think of some jingles that they remember from TV. Alternating teams, have one team sing the jingle, leaving out the brand name, and have the other team guess the brand. Keep score.

  —For more fun, have the children make up a jingle for a nutritious food, changing the lyrics to a well-known song.

WOW! Hillbilly Bill

I sure do love that *Hillbilly Drink,*
Super, super *Hillbilly Drink.*
Just one sip and you're on your feet.
Allemande left and allemande right,
And another little sip of that *Hillbilly Drink.*

Click your heels and around you go,
Now hold on tight and do-si-do.
Do a little jig till you're feeling kind of beat.
Then pep yourself up with *Hillbilly Drink.*

Super, super *Hillbilly Drink.*
Just one sip and you're on your feet.
Really peps you up when you're feeling kind of beat.
Oh, I sure do love that *Hillbilly Drink,*
Sure do love that *Hillbilly Drink,* Yah!

(continued)

- **Other devices.** Ads can call attention to the brand names in other ways too.

  —Have you ever noticed that on some ads, there are funny noises before the brand name is mentioned?

  —Or have you noticed that an animated character's name is also the brand name, such as Hillbilly Bill and Hillbilly Drink, Cap'n Crunch and Cap'n Crunch cereal, Fred Flintstone and Flintstones Vitamins? Sometimes characters are just associated with particular brands.

- **Optional Activity**

  Read the ad "Silly Slurp."
  Can the children add sounds to the ad to make it funny?

Silly Slurp

Be the first to try new Silly Slurp.
It's a fun new silly drink.
Just one sweet sip of Silly Slurp and you can feel silly.
Mom likes it too,
'Cause all you do is open the can and pour.
No mess.
Invite your friends over for Silly Slurp and have fun feeling silly.
Silly Slurp is fun!

Giving a Message

- **Ask the children,** "In what ways can you get a message across to someone else? Do you have to speak? Do you have to write?"

  Messages can also be relayed by facial expressions or body movements.

  —Have the children look at their images in a mirror. Ask them to experiment with different expressions—looking bored, tired, happy, sad, angry.

  —Experiment with movement, too. Wave, clap, point, jump with joy, run. Mirror each other's movements.

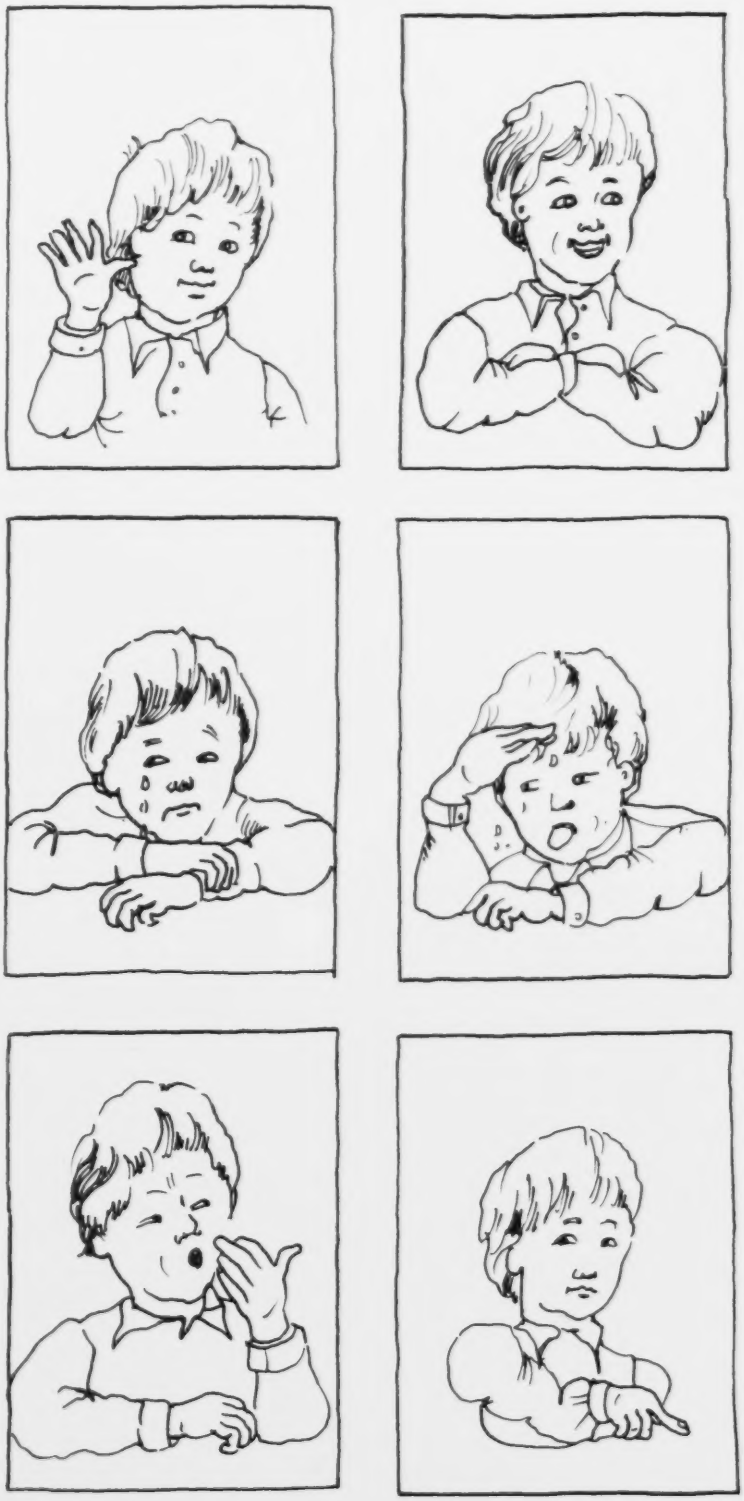
  —Play a guessing game. Let one child at a time get up in front of the class and act out a feeling, using both facial and body expressions. Can the class guess what the child is feeling?

  Try the same exercise with the child holding up a food wrapper or using the name of the food. Can the class tell how the child feels about it?

  Ask the children to identify ads on TV that use facial expressions, body movements, and emotions to sell products.

  —Have the children make up a skit in groups. Ask them to try to convince the class to use a special food or drink without speaking. Can the other class members identify the emotion and the food item?

- Can another person's expressions or movements influence how you feel or what you do? Ask the children.



(continued)

Expansion Idea

We can get different messages from all five senses. The children can explore some of the things around them and write a short story about how their senses help them feel or act toward these things.

Example

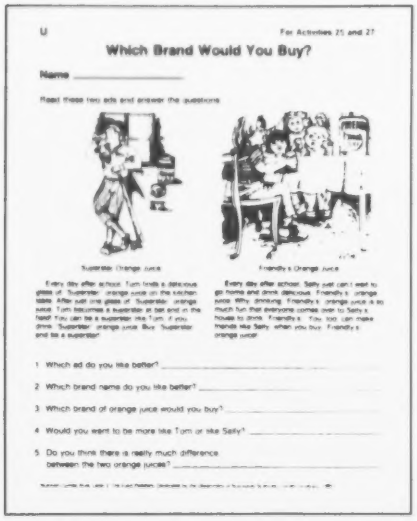
How do you use your senses to help you decide whether or not you like a particular food?

Brands Can Have an Image Too!

Advance Preparation

Copy work sheet U.

Bring shoe boxes, magazines, and scissors.



U For Activities 25 and 27

Which Brand Would You Buy?

Name _____

Read these two ads and answer the questions.

Superstar Orange Juice

Every day after school Tom finds a delicious glass of Superstar orange juice on the kitchen table. After just one glass of Superstar orange juice Tom becomes a superstar at bat and in the field! You can be a superstar like Tom, if you drink Superstar orange juice. Buy Superstar and be a superstar!

Friendly's Orange Juice

Every day after school Sally just can't wait to get home and drink delicious Friendly's orange juice. Why drinking Friendly's orange juice is so much fun that everyone comes over to Sally's house to drink Friendly's. You too can make friends like Sally when you buy Friendly's orange juice!

1. Which ad do you like better? _____
2. Which brand name do you like better? _____
3. Which brand of orange juice would you buy? _____
4. Would you want to be more like Tom or like Sally? _____
5. Do you think there is really much difference between the two orange juices? _____

- Creating a positive brand image is a major technique used to get us to buy. The two brands of orange juice, Superstar and Friendly's, have different brand images. You can be a superstar if you drink Superstar, and you can make more friends if you drink Friendly's. If you had to choose between these two orange juices, you would probably choose the one with a brand image that reflects what's more important to you . . . even if there is really no difference between the juices.
- Creating a brand image that appeals to the values of the audience is an important tool advertisers use to get consumers to buy *their* brand, instead of someone else's. First the advertisers study the values of their audience, and then they create a brand image that corresponds with those values. For example, during prime-time TV, ads appeal to an adult audience. Likewise, during children's viewing hours (Saturday morning and after school) ads appeal to children's values.
- What are your values? What's important to you? What do you like to do? Ask the children to cut pictures from magazines and newspapers that reflect things that are important to them or things they like to do. Paste them onto a shoe box. These "values boxes" will be used for later activities as well.
- Have the children trade "values boxes" to find out about each other's values. Can they guess what orange juice another person might buy from the ads on work sheet U? Why?
- Do the activity "Which Brand Would You Buy?" on work sheet U. Did the children really think that there would be much difference between the two orange juices? What made them decide which one to buy? Ask them.

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It's New! It's Free!

Advance Preparation

Order films.

- **What does "new" mean to you?** Ask the children. Does it mean good? Does it mean better? "New" is a very powerful word in advertising and is used as often as possible.

  —Ads use the word *new* to get you more interested in buying their brand. "Be sure to try *new* Silly Slurp! It's *new* and improved!" "Try the *new* taste of . . . !"

  —Show the film ***Buy and Buy.*** The film shows how two children pool their allowances so that they can be the first on their block to own a new toy. The children buy the toy, but they are very disappointed with it.

- **What does the word "free" mean to you?** Ask the children.

  —Read the ad for Astro Wows from work sheet V. What does it say you can get free if you buy Astro Wows?

  —Ask the children, "Have you ever gotten something free when you bought something advertised on TV?" Did they buy what was advertised in order to get the free gift? Did they like it? Was it as good as they thought it would be?

  —Do a class study, if possible, on free giveaways enclosed in various product packages. Are the giveaways as good as expected? Are they fun to play with? Are they really "free" or must you send in box tops or money?

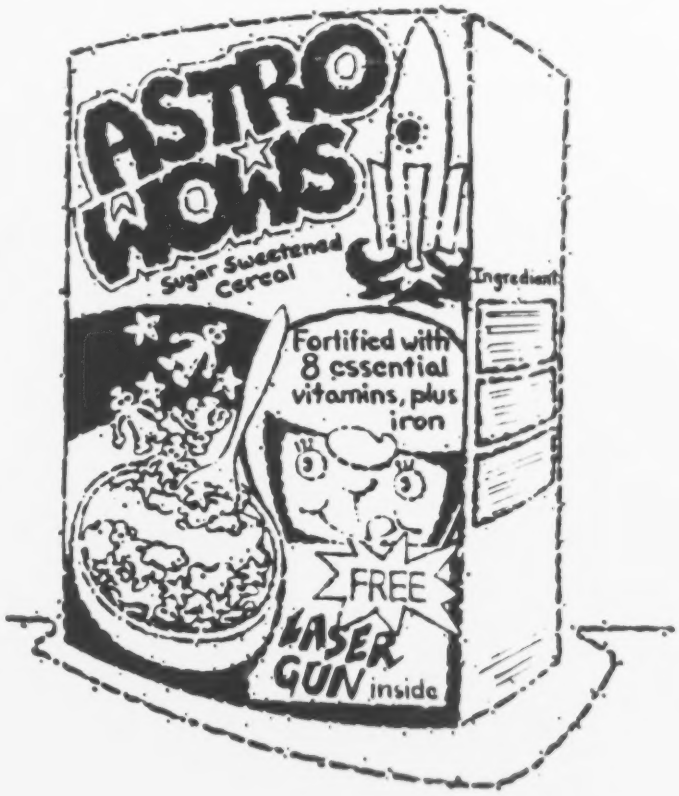
  —Show ***The Six Billion $ Sell.*** This film examines basic techniques advertisers use to convince people to buy their products. Examples are giveaways, promises, and claims that the product is new.

Astro Wows

What do the astronauts eat for breakfast? Astro Wows cereal, of course! Astro Wows is a delicious new cereal shaped like little green men on the moon. Besides being delicious, Astro Wows gives you the *energy* you need to fight off all those weird space creatures!

Be like the astronauts! Eat delicious new Astro Wows as *part of your complete breakfast. Fortified* with eight essential vitamins, plus iron, Astro Wows gives you the "pow" to fight off all those weird space creatures at your house!

And now, look for your free laser gun in every specially marked box of Astro Wows! Be like the astronauts and buy Astro Wows cereal today!



What Information Does the Ad Give You?

Advance Preparation

Copy work sheets V and W.

Use completed work sheet U.

- **Have the children look** at work sheet U again. What is the main message in each ad? Is this information important to know about the product? Ask the children.

  —Often, ads give you only surface information about the product, with little or no mention of the actual qualities.

Examples

Hillbilly Drink peps you up when you're feelin' kinda beat! Silly Slurp is fun to drink! You can't keep your hands away from Crackly Crispies! These are the main messages from the ads, but little is said about the actual product. The messages appeal more to the emotions.

- **Do the activity** "Astro Wows!" on work sheet V. Discuss. Note that the ads for Hillbilly Drink and Silly Slurp are on the back of the handout. For reinforcement have the class pick out the methods used to sell these drinks. Have them fill in the box on the back side of work sheet V.

Home Assignment

- **Have the children take home the activity** "What's the Main Message" on work sheet W and fill it in the next time they watch TV or page through a magazine.

  Ask the children to bring in this completed activity when doing Activity 29, the section evaluation.

For Activities 26, 27, and 33 V

Astro Wows!

Name _____

Read the following ad for Astro Wows.

What do the astronauts eat for breakfast? Astro Wows cereal, of course!

Astro Wows is a delicious new cereal shaped like little green men on the moon.

Besides being delicious, Astro Wows gives you the energy you need to fight off all those weird space creatures!

Be like the astronauts! Eat delicious new Astro Wows as part of your complete breakfast!

Fortified with eight essential vitamins, plus iron, Astro Wows gives you the "pow" to fight off all those weird space creatures at your house!

And now, look for your free laser gun in every specially marked box of Astro Wows!

Be like the astronauts, and buy Astro Wows cereal today!

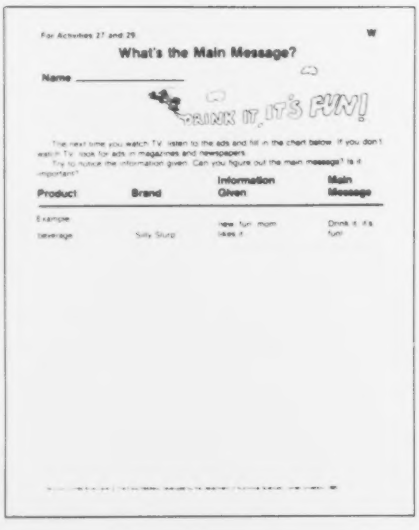
Following is a list of advertising methods. Circle the methods used to sell Astro Wows.

1. Make believe
2. Humor
3. Jingle
4. Free gift
5. Personal appeal
6. Repetition
7. Use by important persons
8. Exaggeration
9. Taste
10. Nutrition information

Which words in the ad give important product information?

What is the main message?

See other side



For Activities 27 and 29 W

What's the Main Message?

Name _____

DRINK IT, IT'S FUN!

The next time you watch TV, listen to the ads and fill in the chart below. If you don't watch TV, look for ads in magazines and newspapers.

Try to notice the information given. Can you figure out the main message? Is it important?

Product	Brand	Information Given	Main Message
Example:			
beverage	Silly Slurp	new, fun, mom likes it	Drink it, it's fun!

From the Tube to You!

Advance Preparation

Copy work sheet X.

Arrange field trip or assign homework.

X

A Supermarket Investigation

For Activity 28

Name

	Food or Product	Brand name	Where in the store? (aisle, check out, or other)	Where on the shelf? (high, medium, or low) By check out?
1.	Potato chips			
2.	Whole wheat bread			
3.	Chocolate bars			
4.	Soft drinks			
5.	Skim milk			
6.	Carrots			
7.	Cookies			
8.	Frozen orange juice			

- **A familiar face**

  —Ads try to sell their brand. But really, all they can do is get you interested in buying what they have to sell or make you familiar with the product.

  —How can the advertiser make us more familiar with the product or brand? Review the advertising device of showing the product packaging so that when we are in the supermarket, we can find it easily. If we notice it, it looks familiar.

- **Do a supermarket investigation.**

  —Find out how easy or hard it is to find different foods and brands in the supermarket. Food products that are heavily advertised to children are usually on shelves at the child's eye level. Also, these products can often be found on special displays or by the checkout counter. That is another strategy to get you to buy these foods.

  —To do the supermarket investigation, plan ahead for a class trip. The store manager might be willing to explain to the children how foods are shelved.

- **Ask the children to take** work sheet X, "A Supermarket Investigation," to the supermarket and fill in the columns. Can they find a pattern in the placement of different foods to attract attention?

Questions for Discussion

—Which foods on your list have you seen advertised?

—Where did you find these foods in the supermarket?

—Which foods on your list do you think are good for you? (nutritious)

—Where did you find these foods?

—Which foods on your list do you think are not so good for you? (not as nutritious)

—Where did you find these foods?

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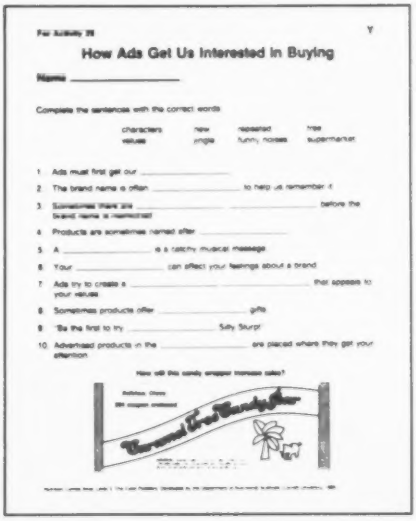
Evaluation

Advance Preparation

Copy work sheet Y.

Ask children to bring homework sheet W.



Y

How Ads Get Us Interested in Buying

Name _____

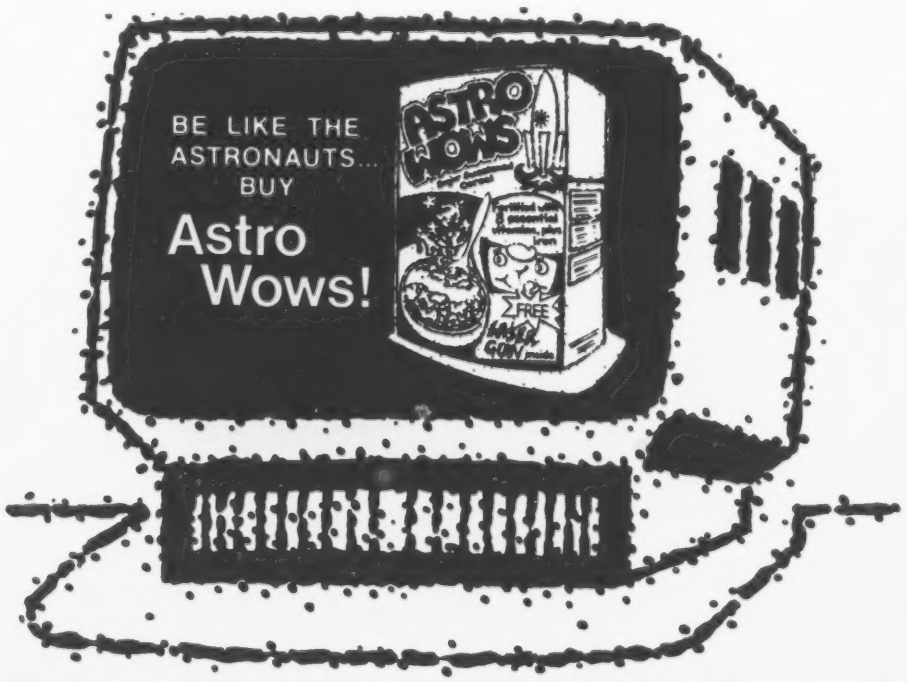
Complete the sentences with the correct words.

characters, values, new, jingle, repeated, funny noises, free, supermarket

1. Ads must first get our _____
2. The brand name is often _____ to help us remember it.
3. Sometimes there are _____ before the brand name is mentioned.
4. Products are sometimes named after _____
5. A _____ is a catchy musical message.
6. Your _____ can affect your feelings about a brand.
7. Ads try to create a _____ that appeals to your values.
8. Sometimes products offer _____ gifts.
9. "Be the first to try _____ Silly Slurp!"
10. Advertised products in the _____ are placed where they get your attention.

How will this candy wrapper increase sales?

- Do the activity "How Ads Get Us Interested in Buying" on work sheet Y.
- Have the children bring in their completed activity "What's the Main Message" on work sheet W.
  - —Were the children able to identify the brand name?
  - —Were the children able to discern the kind of information given in the ads?
  - —Were the children able to determine the main message of the ad?
- In groups or as a class, discuss the information given and the main messages in the ads.
  - —Was the information given important?
  - —Did the information given tell about the product? Or did it tell what will happen if you buy the product? (brand image)
  - —Did the main message tell about the product? Or did the main message tell about what will happen if you buy the product? (brand image)
- Have the children trade their "values boxes." Ask them to look at another child's values and try to think up a new food product or toy the other child would like to buy. What will the image of the new product be? What information will they give? Have them write a short ad for it.
- Have the children share their new products with the class. How many children would be interested in buying each product? Why or why not? Ask the children if they think food companies correctly guess what kids like.



Section III Part 3

The Food Peddlers

A Food Peddler Probe

Objective

To be able to analyze critically the nutritional qualities of the food products advertised.

Before You Start

Foods on the Tube

American children watch an average of 27½ hours of TV per week and approximately 20,000 ads per year. It has been estimated that 55 percent of all ads aimed at children are for food or food products. With this exposure, food ads undoubtedly have a tremendous impact on the way children think about food. Ads do influence food choices. And, unfortunately, the majority of these food ads are for foods and food products of questionable nutritional quality. They are primarily for foods high in sugar, fat, and sodium.

Activities	Subject
30. What Information Does the Ad Leave Out?	Social Studies
31. Look at the Label	Language Arts
32. Think What You Drink	Science
33. It Gives You Energy	Language Arts
34. Fortified With . . .	Language Arts
35. Plus Iron!	Fitness
36. Evaluation	General

Resources

Soopergoop. Churchill Films, 662 North Robertson Blvd., Los Angeles, CA 90069. 1975. Free preview. Available in Spanish. Order from your local BOCES.

In this 13-minute color film, two animated characters concoct a TV commercial for a new sweet cereal. The behind-the-scenes advertising strategies and techniques are revealed. An excellent film to illustrate how advertising works and what the ad doesn't tell you.

Nutrition Labeling: How It Can Work for You. National Nutrition Consortium and Ronald M. Deutsch, 9650 Rockville Pike, Bethesda, MD 20014. 1975.

A guide to learning and understanding the science and the law of nutrition labeling.

Two films are available from Action for Children's Television (ACT), 46 Austin Street, Newtonville, MA 02160:

Kids for Sale (1979), a 22-minute color film about the state of children's television with a sampling of commercials, programs, and children's comments. The film closes with an epilogue in which parents discuss their concerns about children's TV and suggest ways to handle it at home.

It's as Easy as Selling Candy to a Baby (1977), an 11-minute color film with clips of TV ads directed to children, discusses the impact of television advertising on Americans' eating habits.

What Information Does the Ad Leave Out?

Advance Preparation

Copy work sheet Z.

Order the film ***Soopergoop.***

Have children bring food wrappers or packages.

- **Do the activity** "In My Opinion" on work sheet Z. Discuss the children's reasons for their opinions. If they were peddlers, what would they say to people interested in buying a product?

- **Try being a peddler!** Ask each child to bring in one food wrapper or package from a heavily advertised food. Have them break into pairs and try to peddle their food to another child. Discuss in class.

  —What did you say to peddle your product?

  —Did you say only good things?

  —Could there be bad things that you didn't mention?

  —Do you think ads might do this?

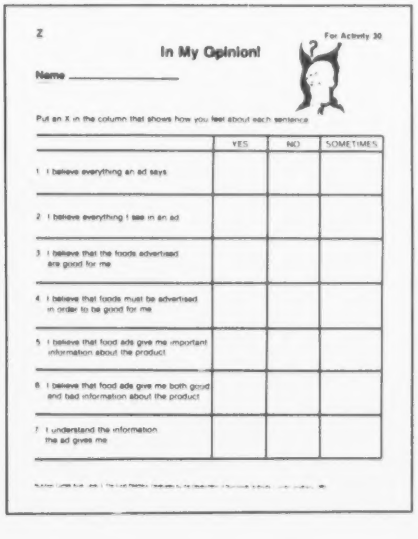
  —Can you think of some things that ads don't tell us?

- **Information in advertising**

  —Because ads are so short, all the information about a product cannot possibly be given. Therefore, ads select a limited amount of positive information about the product, unless forced to include more by law. An example of legally mandated product information is the health warning in cigarette ads. Remember, the more sales, the more profit! Telling negative things about a product would not promote sales.

  —The majority of foods advertised for children are high in sugar, fat, or salt. Unfortunately, we do not hear health warnings about this.

  —Show the film ***Soopergoop.*** This excellent animated film shows how advertising works and what ads don't tell you and reinforces the selling aspect for profit.



Z

For Activity 30

In My Opinion!

Name _____

Put an X in the column that shows how you feel about each sentence.

	YES	NO	SOMETIMES
1. I believe everything an ad says.			
2. I believe everything I see in an ad.			
3. I believe that the foods advertised are good for me.			
4. I believe that foods must be advertised in order to be good for me.			
5. I believe that food ads give me important information about the product.			
6. I believe that food ads give me both good and bad information about the product.			
7. I understand the information the ad gives me.			

77 BEST COPY AVAILABLE

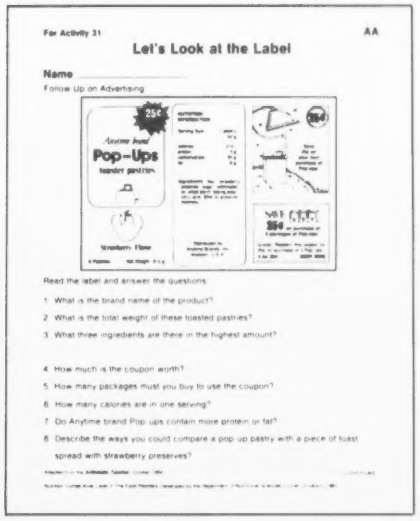
Look at the Label

Advance Preparation

Copy work sheet AA.

Collect

- Pop-pastry box.
- Bread label.
- Strawberry preserve label.
- Other food labels.



For Activity 31 AA

Let's Look at the Label

Name _____

Follow Up on Advertising

Read the label and answer the questions.

1. What is the brand name of the product?
2. What is the total weight of these toasted pastries?
3. What three ingredients are there in the highest amount?
4. How much is the coupon worth?
5. How many packages must you buy to use the coupon?
6. How many calories are in one serving?
7. Do Anytime brand Pop-ups contain more protein or fat?
8. Describe the ways you could compare a pop-up pastry with a piece of toast spread with strawberry preserves?

- **The Facts Behind the Advertisement**

The students need to consider how the label on a food product helps them learn more facts than if they only hear or read an advertisement.

- **Pose a Typical Problem for Your Class**

On TV you hear that everyone is eating pop-up toaster pastries.

What information can you find on the label to help you decide if you should join the crowd?

Work sheet AA has an "Anytime Brand" fictional label to help students get started on looking at labels.

In Section I students learned that labels must list ingredients in the order of the amount in the product. Now they can apply the information again.

In addition, they can do some simple arithmetic to figure out the amount of fat in comparison to the protein.

- **Thinking Skills**

Question 8 on the work sheet helps the students face a real-life situation.

Are pop-up toaster pastries better nutritionally than a piece of toast with strawberry preserves?

Can the students think of ways to compare these items? Give them time to come up with some ideas. Check to see if they included:

COST
TASTE
NUTRITIONAL VALUE

Before you buy a product it helps to know:

1. Is it expensive or worth the money?
2. Does a pop-up toaster pastry taste good?
3. How does it rate nutritionally? Is it full of empty calories or useful nutrients?

- **Look at Other Labels**

Your students may suggest looking at a bread and strawberry preserve label to solve the problem. That's thinking!

It's only fair to remind your students that they should compare enough bread (toast) to equal the weight of one pastry.

- **Enhancement Idea**

Ask students to take other labels and design a work sheet for the class. They should include four good questions.

NOTE

The following are excellent teacher supplements:

The Arithmetic Teacher Magazine

Penny Power Magazine for Youth

Each issue contains excellent ideas for the classroom—often including nutrition-related problems. See back of section divider III, p. 64, for details.

Think What You Drink

Advance Preparation

Copy work sheet BB.

Bring ingredients for drink preparation.

Collect labels from powdered and bottled drinks.

For Activity 32 BB

A Drink Is Not a Juice

Name _____

Look at two products below.

Silly Slurp Orange Drink	Friendly's Orange Juice
ingredients: water, sugar, orange flavoring, and color	ingredients: 100% real orange juice

1. Which product has added sugar? _____
2. Which product do you think is better for you? _____ Why? _____
3. What is the difference between a drink and a juice? _____

Let's Experiment

You can make an imitation orange drink similar to many store varieties and compare it to fresh orange juice or a juice-based beverage.

IMITATION ORANGE DRINK

Mix in a glass
1 cup water
3 teaspoons sugar
2 teaspoons orange flavoring
1 drop red food coloring
4 drops yellow food coloring
1 crushed vitamin C tablet

ORANGE JUICE

Cut two oranges, squeeze, and pour into glass

JUICE-BASED DRINK

Big glass ½ ice cubes
½ bottle water
½ orange juice
grape, cranberry juice

Which would you rather drink? _____ Why? _____

(continued)

The big question for your students:

- **What Do You Drink When You're Thirsty?**

  Often the answer is not water but a cola or fruit-flavored drink—and the sweeter the better.

What's behind the big letters on the label and the advertising "hype" on TV?

Help your class investigate. Use work sheet BB to guide students to:

—Read a label.

—Make two fruit drinks from scratch:

Imitation
Juice-based.

—Compare the contents of highly advertised fruit drinks, punches, cocktails, and powdered mixes.

Fruit Drink Facts

- **How Much Juice Is in Fruit Drinks?**

  There may not be any juice! The Food and Drug Administration controls the labeling. The word JUICE can be used only if real juice is present.

  —100 percent juice indicates that the total product is real juice (orange, grape, lemon, and so on).

  —A diluted juice beverage contains less than 100 percent or more than 0 percent. It must state actual amounts in 5 percent increments.

  —Beverages with no juice must state, "contains no juice."

  —Beverages containing multiple juices must declare the percent of each juice.

- **What Are the Ingredients in a Fruit Drink?**

  Have the students bring in juice cans, bottles, or labels. Look for:

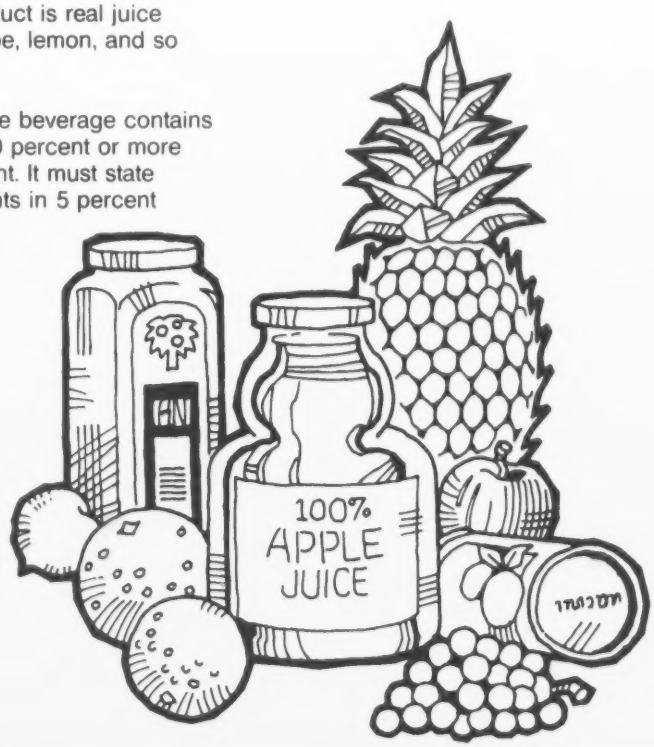
JUICE

Compare products, both liquids and powders. Many products have 10 percent juice or no juice.

SUGAR

Table sugar (sucrose) is the main ingredient in dry mixes and an important ingredient in liquid fruit drinks. Dextrose and corn sweeteners also provide calories in these drinks.

(continued)



Sugar is also added to give "body." Without it a cola beverage may taste thin or watery.

FLAVORINGS

Citric acid or one of its salts (sodium or potassium) is added for tartness. Some products list salt, and some list maltol, a flavor enhancer.

Some labels list artificial flavorings, some list natural flavorings, some both. The actual flavor may be far from the flavor of the original juice. The sweetness of the drink rather than the flavoring may be the appeal.

ARTIFICIAL COLORS

FD&C yellow No. 5 must be declared on a product's label because it is an allergen for some people.

Some colors have been taken off the market; many other coloring agents are still used.

COST

Many products sell because they are cheaper than juice.

IDEA: If you take a real juice and dilute it with water you may have a better-tasting drink than an imitation one, AND the cost will be less.

- **What's in a Cola Beverage?**

Soda water

Flavors **Vanilla**
Fruit flavor
Kola nut
Other spices

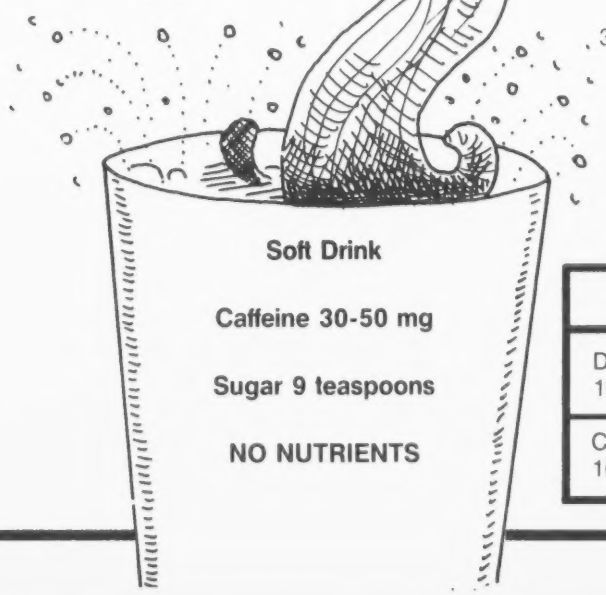
Sugar (9 teaspoons)
Phosphoric acid for tang
Caramel color
Caffeine

- **What's the Problem?**

We used to drink more milk than soft drinks (soda pop) but not anymore. The average American drinks more than 400 sodas a year. Two out of three are cola flavored.

- **Stress Three Concerns**

1. Youth and adults often take in insufficient calcium. Soft drinks are replacing more nutritious drinks such as milk that contain large amounts of calcium.
2. Increased intake of sweetened beverages, both fruit drink and cola type, contributes to dental problems and obesity.
3. Caffeine intake may be excessive if consumption of cola beverages is high.



Caffeine in Other Drinks		
Drip Coffee 100 mg	Instant Coffee 50 mg	Iced Tea 30 mg
Cocoa 10 mg	Chocolate Milk 6 mg	Chocolate Bar 20 mg

It Gives You Energy

Advance Preparation

Have children bring completed work sheet V.

- Ads often contain words or phrases giving nutrition information, but do children really know what they mean?

  —Have the children get out their completed activity "Astro Wows" from work sheet V. Ask them to describe the underlined words and phrases: energy, part of your complete breakfast, and fortified.

  The children can add the word "energy" to their "Food Peddler" glossary.

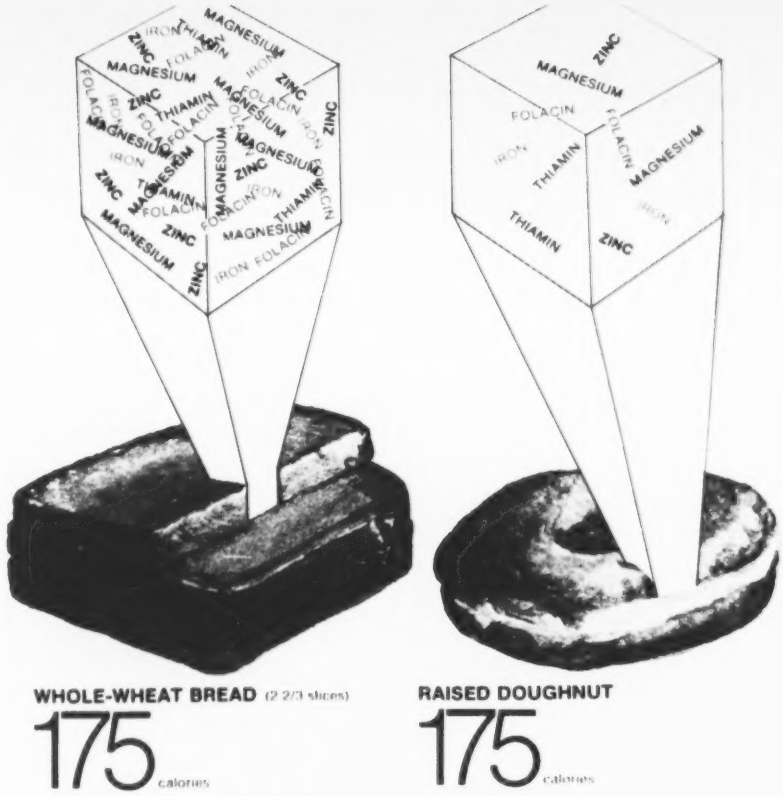
  energy the fuel we get from food to keep us going

  —Energy is the fuel that keeps us going. We get energy from the foods we eat. Our bodies use this energy to help us play and grow. We eat to replace the energy we use. To illustrate this point, talk about what would happen if a car ran out of gas.

  —Different foods offer different amounts of energy per serving. Foods may also contain other important nutrients, or they may contain few or no other nutrients. For the best "fuel efficiency," we should get our energy from those foods that also contain important nutrients. The nutrients help us use energy just as oil is needed in a car in addition to the fuel (energy) or gasoline. The heavily advertised sugary, fatty, and salty foods usually supply lots of energy but few nutrients. In fact, sugar itself offers only energy and none of the B vitamins needed to process that energy.

  —Examples of foods with lots of nutrients (referred to as nutrient dense) are skim milk, broccoli, and whole-grain bread. The comparison of wheat bread and a doughnut in the illustration indicates that the bread contains *many more nutrients for the same calories.*

  —Do we need unlimited energy? If you fill your car's gas tank beyond its capacity, it will overflow. If you eat more than your body can use, the energy will be stored as body fat. Your capacity is a balance between energy input (kilocalories from food) and energy output (exercise). The concept of energy balance is the main emphasis of ***On the Move,*** Level 4 of Nutrition Comes Alive.



- **"As part of your complete breakfast."** This familiar phrase is often heard in ads for presweetened cereals. What it means is, simply, don't eat just cereal for breakfast. But this message often escapes the listener.

  —Ask the children to plan a breakfast menu. There are many foods to eat for breakfast besides presweetened cereal.

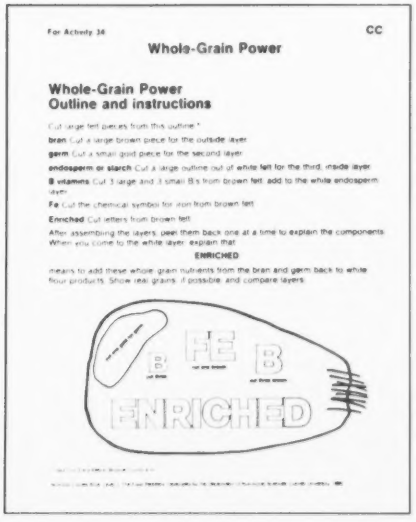
Fortified With . . .

Advance Preparation

Copy work sheet CC.

Copy corn bread recipe sheet.

Bring ingredients for corn bread.



For Activity 34 CC

Whole-Grain Power

Whole-Grain Power
Outline and instructions

Cut large tan pieces from this outline.*

bran Cut a large brown piece for the outside layer.

germ Cut a small gold piece for the second layer.

endosperm or starch Cut a large outline out of white felt for the third, inside layer.

B vitamins Cut 3 large and 3 small B's from brown felt; add to the white endosperm layer.

Fe Cut the chemical symbol for iron from brown felt.

Enriched Cut letters from brown felt.

After assembling the layers, peel them back one at a time to explain the components. When you come to the white layer, explain that

ENRICHED

means to add these whole-grain nutrients from the bran and germ back to white flour products. Show real grains, if possible, and compare layers.

- We hear and see the words "fortified" and "enriched" in food ads and on food packages. Have the children add these words to their "Food Peddler" glossary.

  fortify
  enrich to add nutrients to a food.

  Processing may remove or destroy some of a food's nutrients.

  Enrichment adds these nutrients back.

Recipe Sheet

Corn Bread

—When whole-wheat kernels are milled to make white flour, they lose many of the B vitamins and iron in the husk that is removed. Enriched flours and breads have these nutrients added back.

In addition, sometimes nutrients are added to foods that do not usually contain them.

—Vitamins A and D are usually added to skim milk.

Nutrients may also be added to foods to boost the amount that food normally contains.

—This is often the case with fortified cereals: the nutrients added back may exceed the amounts lost in processing.

- Have the children read labels to make a list of fortified and enriched foods they find at home and in the supermarket. They can add this list to their "Food Peddler" glossary.

- Have the children identify the B vitamins that appear on the labels of bread, cereals, and the cornmeal box (B vitamins include thiamin, riboflavin, niacin, and folic acid).

- Have the children enter the description of B vitamins in their "Food Peddler" glossary along with this list of foods that are good sources of the B vitamins.

  B vitamins are important for healthy skin, nerves, and appetite.

  Sources: meats, fish, eggs, milk, whole-grain and enriched breads and cereals, legumes, nuts, and green leafy vegetables.

Recipe Time

Make corn bread from the recipe sheet. The recipe provides B vitamins: the cornmeal in corn bread is enriched with thiamin, riboflavin, niacin, and iron. The wheat germ is rich in B vitamins. Corn bread is a great snack.

(continued)

A Little Library Research

The children can go to the library to write a report on the process of milling grains to make flour.

They could also make a representation of a kernel of wheat using different colored pieces of felt to show the three parts of the grain:

—a white cut-out to represent the endosperm or starch inside the kernel

—a small pea-shaped cut-out in orange to represent the wheat germ

—a large brown cut-out to lay on top to show the bran and husk

Layer the pieces of felt with the brown on the outside. Students can then use these felt kernels of wheat to show students in other grades the difference between whole-grain and white bread and where the wheat germ is located.

Students can first peel off the bran and then the wheat germ and show that only the white endosperm is left to make white flour. All parts are used in whole grain. Wheat germ can be added back as it is in the corn bread recipe. Individual nutrients (B vitamins and iron) are added back in enriched bread.

This felt teaching tool might also be used during the whole-grain campaign in Part 5.

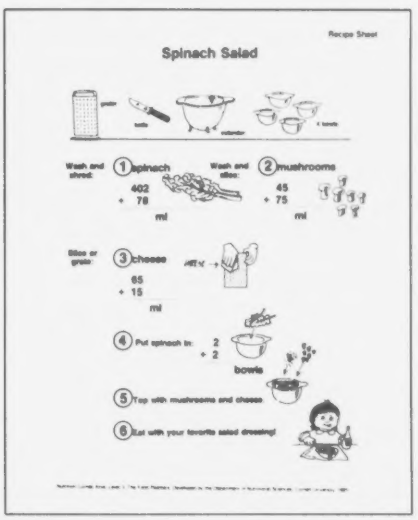
The pattern and instructions for making the felt wheat kernels are provided on work sheet CC.

Plus Iron

Advance Preparation

Copy spinach salad recipe.

Bring salad ingredients.

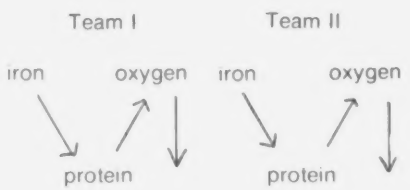


- **The oxygen-iron connection**

—Oxygen is what we breathe in from the air. Ask the children, "Have you ever been in a stuffy room or place? Did you feel better when you got some air?"

—Iron is an important mineral that helps us get oxygen from the air. Iron combines with protein in our blood to carry oxygen from the air to our body parts. If we don't get enough iron from the foods we eat, we feel weaker because we can't get as much oxygen from the air.

Have a relay to demonstrate how iron functions. Divide the class into two teams. Divide each team into three equal groups: iron, protein, and oxygen. The protein groups in each team line up on one side of the room, and the iron and oxygen groups for each team form separate lines at the other side of the room. The first iron runner for each team must run across the room and link arms with the first protein runner, and they run back across the room together to pick up the first oxygen runner and return to the other side of the room. The first team to have all the iron and oxygen runners moved across the room wins.



Recipe Time

Make spinach salad from the recipe sheet. Spinach is high in iron.

Spinach salad tastes great and is easy to make.

IRON

Excellent sources

Liver (2 oz.)

Pork and beans (¾ cup)

Raisins, dates, prunes (½ cup)

Beef, pork (3 oz.)

Dried beans such as kidney beans and split peas (½ cup)

Good sources

Dark green leafy vegetables such as spinach, beet greens, and swiss chard (½ cup)

Chicken, lamb, fish (3 oz.), and frankfurters (2)

Pizza with cheese (2 slices, 14" diameter)

Bread, whole-wheat or enriched (2 slices)

Fair sources

Sandwich meats, sliced (1 oz. or 2 slices)

Peanut butter (3 tablespoons)

Potatoes and enriched rice (½ cup)

Enriched macaroni products (½ cup)

Cereals, hot and cold (average serving)

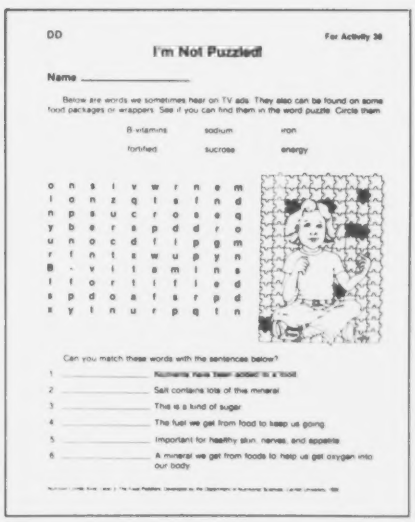
Many breakfast cereals have added iron. The amount varies so check the label.

Evaluation

Advance Preparation

Copy work sheet DD.

Collect three ad posters.



DD For Activity 36

I'm Not Puzzled!

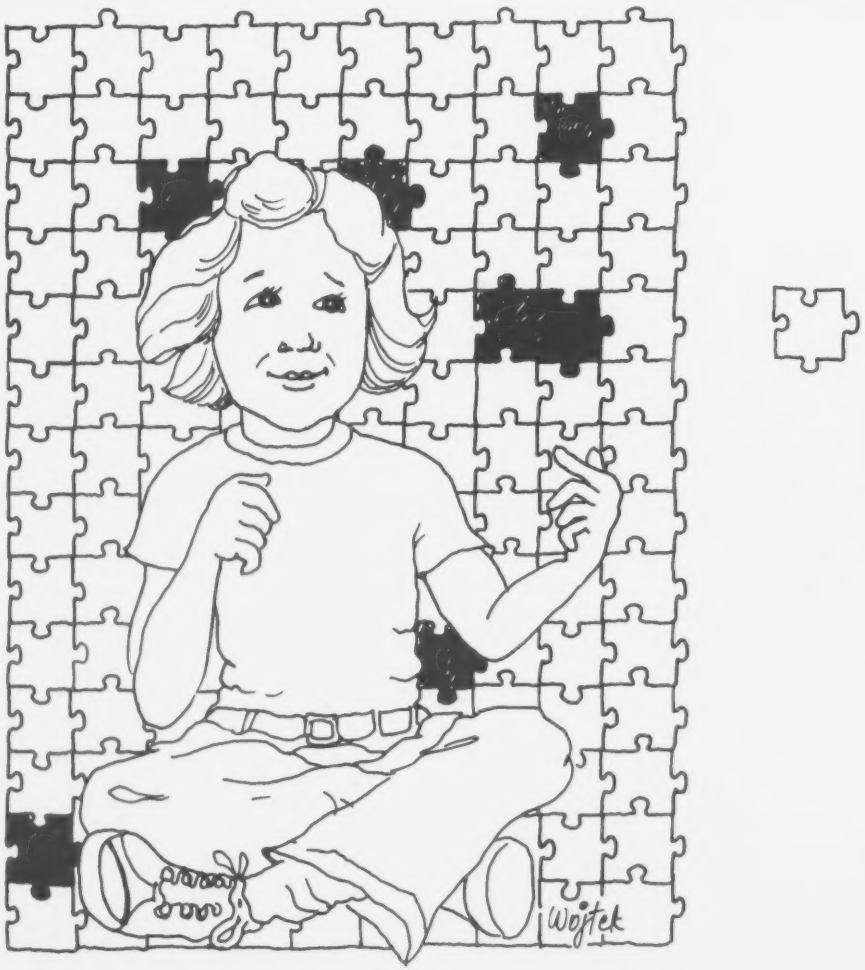
Name _____

Below are words we sometimes hear on TV ads. They also can be found on some food packages or wrappers. See if you can find them in the word puzzle. Circle them.

B-vitamins sodium iron
fortified sucrose energy

Can you match these words with the sentences below?

1. _____ Nutrients have been added to a food.
2. _____ Salt contains lots of this mineral.
3. _____ This is a kind of sugar.
4. _____ The fuel we get from food to keep us going.
5. _____ Important for healthy skin, nerves, and appetite.
6. _____ A mineral we get from foods to help us get oxygen into our body.



- Have children take out work sheets R and Z from folder.

Use the three ad posters.

Do the activity "I'm Not Puzzled" on work sheet DD. How well did the children do?

Ask the children to open their folders and look at the results of the two work sheets:

R TV Time

Z In My Opinion

Find out their present opinions about

—Advertising

—Advertised products high in sugar or salt

—Their diet

Help the children verbalize what they learned in this unit. Encourage their thinking skills when deciding whether ads are opinion or fact and how to tell the difference.

Have the class look at the three posters. Were the ads written to sell these products opinion or fact?

Section III, Part 4

The Food Peddlers

Tackling the Food Peddler

Objective

To be able to analyze the total ad message and exercise the power of choice.

Before You Start

Ads Can't Make You Buy!

The intent of advertising is to sell. The more sales, the greater the profit for the product manufacturer. Ads influence choices, but ads can't make you buy!

The children can learn to ask these questions: Why do I want this product? Will it really be as good as the ad says? Is this food good for me? Is this how I want to spend my money? These questions all signify the power of informed choice.

In "Tackling the Food Peddler," you can evaluate what the children have learned from the first three sections of *The Food Peddlers.*

Activities	Subject
37. I Have a Choice!	Language Arts
38. Ads Can Influence Choices!	Social Studies
39. How Shall I Choose?	Social Studies
40. Evaluation	General

Resources

Poem Stew. William Cole. Lippincott, 1981.
Food is the theme for 57 funny verses.

Knead It, Punch It, Bake It!: Make Your Own Bread. Judith and Evan Jones. Crowell, 1981.
More than 30 recipes for yeast breads, quick breads, sourdough breads, bread made in pans, shaped on baking sheets, and braided. Drawings help beginners understand kneading and other baking procedures.

Clever Cooks. Ellin Greene. Lothrop, 1973.
This collection of folk and fairy tales involving clever cooks and foods is interspersed with charms, riddles, and recipes for such items as butter cookies, cherry dumplings, marzipan, roast chicken, pancakes, pumpkin pie, and hearty soup.

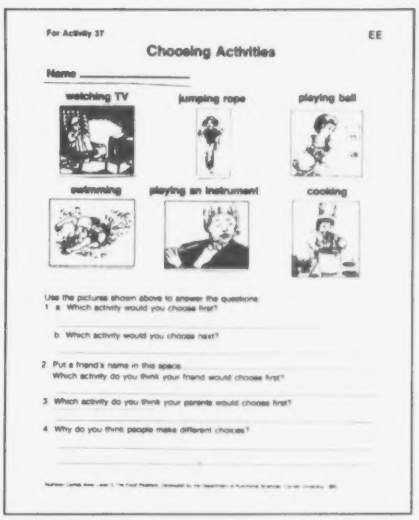
Mary Poppins in the Kitchen. P. L. Travers. Harcourt, 1975.
Mary Poppins and the children concoct a week's worth of mouth-watering recipes with a complete menu for each day.

Peter Rabbit's Natural Foods Cookbook. Arnold Dobrin. Warne, 1977.
Natural foods—grains, fruits, and vegetables—are featured in 33 recipes that are delicious and easy for beginning cooks. Liberally illustrated with Beatrix Potter's drawings.

I Have a Choice!

Advance Preparation

Copy work sheets EE and FF.



For Activity 37 EE

Choosing Activities

Name _____

watching TV | jumping rope | playing ball

swimming | playing an instrument | cooking

Use the pictures shown above to answer the questions.

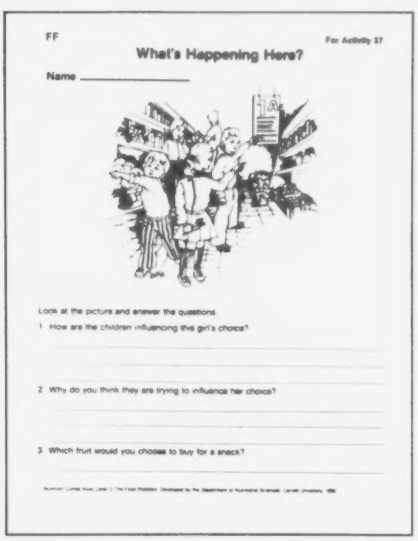
1. a. Which activity would you choose first?

b. Which activity would you choose next?

2. Put a friend's name in the space.
Which activity do you think your friend would choose first?

3. Which activity do you think your parents would choose first?

4. Why do you think people make different choices?



FF For Activity 37

What's Happening Here?

Name _____

Look at the picture and answer the questions.

1. How are the children influencing the girl's choice?

2. Why do you think they are trying to influence her choice?

3. Which fruit would you choose to buy for a snack?

- **What is a choice?** Choice is being able to decide between two or more things. Can the children think of any choices they have made? Ask them to write down a few personal choices.

- **What can you choose?** Write the following sentences on the board, or read them. Ask the children to raise their hands if the sentence describes something they are able to choose. Answers will vary. Discuss.

  I may choose what I do after school.

  I may choose what to eat for a snack.

  I may choose what time I go to bed.

  I may choose how to spend my money.

  I may choose my parents.

  I may choose what I eat for lunch.

  I may choose to buy something I saw on a TV ad.

  I may choose not to buy something I saw on a TV ad.

  I may choose what I look like.

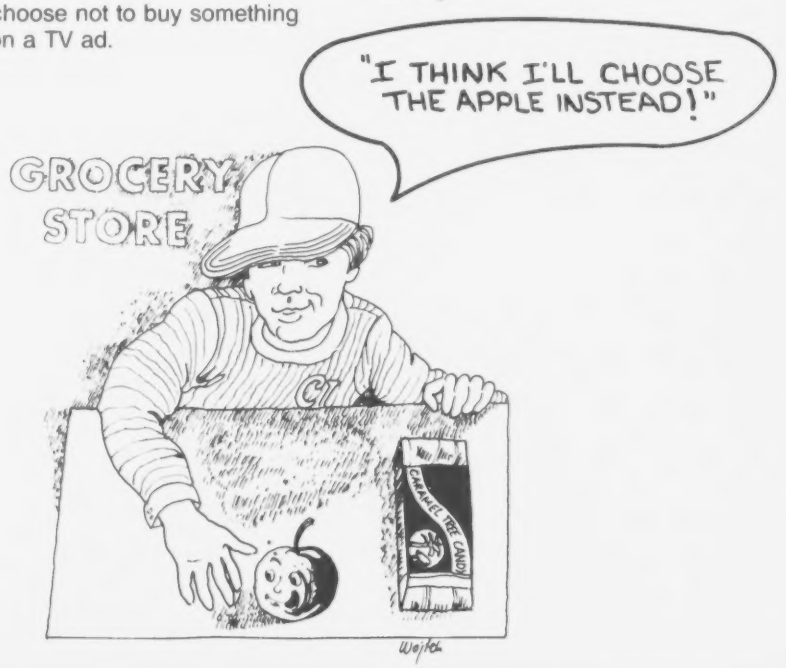
  I may choose what I do for fun.

  I may choose to value facts and personal benefit more than emotional appeals to buy certain brands and types of foods.

- **Do the activity** "Choosing Activities" on work sheet EE. When the children are trying to guess how a friend might choose, have them trade the "values boxes" they made in Part 2. Let the children compare their choices. Why do choices differ?

  —Ask the children, "Do you think other people can influence your choices? Can you think of how other people have influenced a choice you have made? Do you know why they did? Can you think of how you might have tried to influence someone else's choice? Why?"

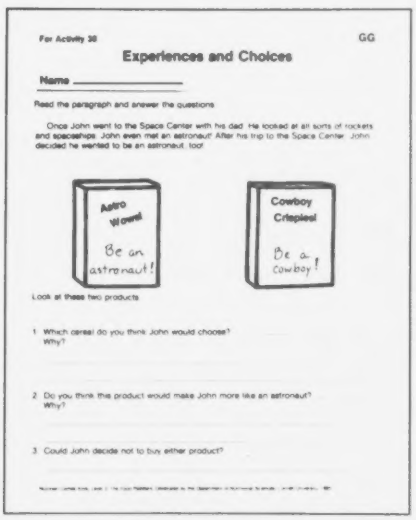
- **Do the activity** "What's Happening Here?" on work sheet FF. Discuss and review how you can give a message without speaking or writing.



Ads Can Influence Choices!

Advance Preparation

Copy work sheet GG.



For Activity 38 GG

Experiences and Choices

Name _____

Read the paragraph and answer the questions.

Once John went to the Space Center with his dad. He looked at all sorts of rockets and spaceships. John even met an astronaut! After his trip to the Space Center, John decided he wanted to be an astronaut, too!

Astro Wows! Be an astronaut!

Cowboy Crispies! Be a cowboy!

Look at these two products.

1. Which cereal do you think John would choose? Why?

2. Do you think this product would make John more like an astronaut? Why?

3. Could John decide not to buy either product?

- Your values affect your choices, and your experiences shape your values. Ask the children, "Can you think of an experience that affected a choice?"

- **Do the activity** "Experiences and Choices" on work sheet GG. Discuss. Do you think the brand image would affect John's choice? Do you think Astro Wows! would make John any more like an astronaut than Cowboy Crispies or a bowl of oatmeal?

- A product's brand image can influence the choice to buy or not to buy. Can the children think of any product they bought because they were influenced by the brand image? Was it as good as they thought?

- **What's important to me?** Put the following list on the board. Explain that these are some things that ads imply may happen if you buy their brand. Have the children raise their hands if these things are important to them.

  My friends will like me better.

  I will make new friends.

  My parents will like me better.

  I will have more fun.

  I'll be the first one to have it.

  My friends will be jealous.

  I will be better than everyone else.

  Our family will be happier.

  —Ask the children, "Do you think these things can really happen if you buy something you see advertised on TV?"

How Shall I Choose?

- Review the intent of advertising (to sell, to increase use of a product, to direct you to a particular store). Why do ads try to persuade you to buy a particular brand? (to sell more and make a profit)
- Ads can influence choices, but they can't make you buy anything . . . that choice is up to you!
- **What choices do you have?** Ask the children to make up a list of the choices and decisions they have pertaining to TV ads.

Examples

I can choose whether or not to watch TV.

I can choose what I watch.

I can choose whether or not to pay attention to ads.

I can decide whether or not a product I see advertised interests me.

I can decide why the product interests me.

I can decide if I really need or want the product.

I can decide if the product is good for me.

I can decide if I want to spend my money on the product.

I can decide whether or not the product can really do what the ad implies.

I can choose to examine the product further, by looking at it and reading the label.

I can choose to buy another product instead.

I can choose to buy the product.

I can choose not to buy the product.

NOTE: These questions appear on the back of work sheet HH for use in helping students decide "Will I Try It?"

Expansion Idea

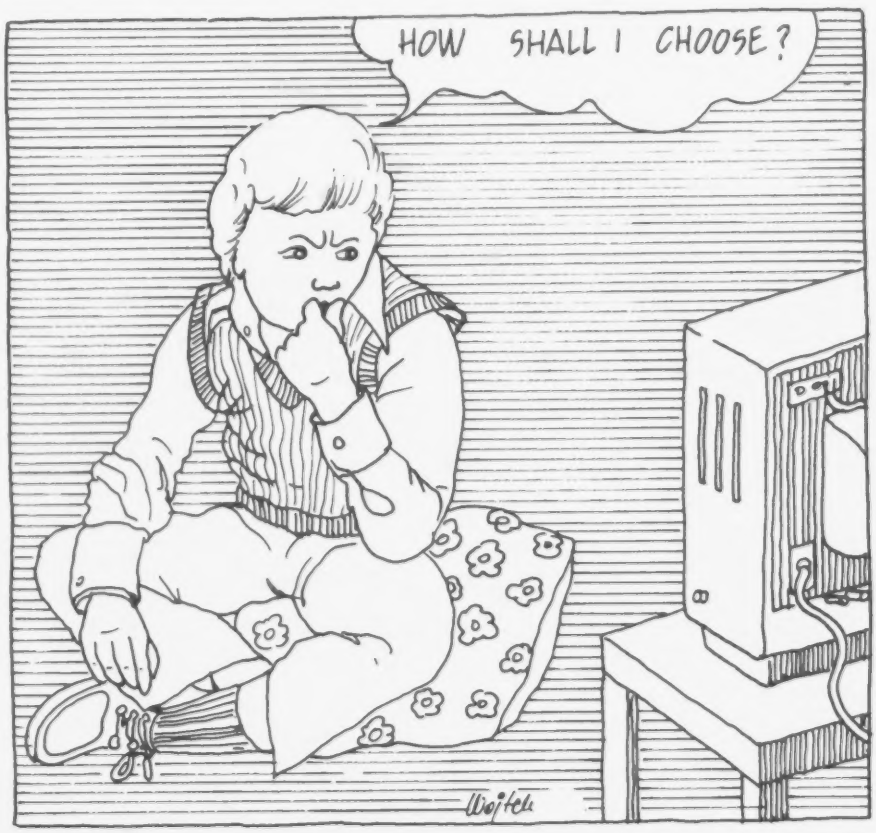
Watching TV is passive and sedentary.

What can the children do to get more exercise?

Double dutch jump rope is an active game. Bicycling, swimming, and hiking can be enjoyed by the entire family. Ask children to list some ideas for after-school activities.

Expansion Idea

Study the concept of basic needs. What are they? Do advertised products fulfill a basic need?



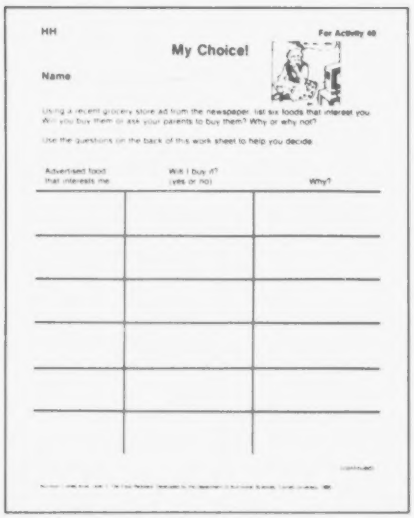
Practicing decision making in regard to advertising builds a more discerning future consumer

Evaluation

Advance Preparation

Copy work sheet HH.

Bring a grocery ad from the newspaper.



HH

For Activity 40

My Choice!

Name

Using a recent grocery store ad from the newspaper, list six foods that interest you. Will you buy them or ask your parents to buy them? Why or why not?

Use the questions on the back of this work sheet to help you decide.

Advertised food that interests me	Will I buy it? (yes or no)	Why?

Let's See What the Children Choose!

- Give each child a copy of "My Choice" on work sheet HH. Have them complete the chart over one or two weeks. Have the children consult the questions on the back of the work sheet.
- After about two weeks, examine the children's choices and reasons for their decisions.

  —What ad have you found in the last two weeks that uses the selling methods discussed in class?

  —What labels have you looked at recently?

  —How could advertising be used to sell foods such as carrots and broccoli?

  —What are positive examples of food advertising on TV? In the newspaper?

  —Read the questions on the back of work sheet HH. Help the children learn that they should ask these questions when they look at ads.

- Bring in a current food ad for a soft drink. Test to see if students can

  1. Critically examine the message.
  2. Point out a nutritional plus or minus.
  3. Indicate what questions one might ask.
  4. Decide if they have enough facts.
  5. Determine how they each will take further action. Can they take control of their food choices?

Section III, Part 5

The Food Peddlers

Let's Go Peddle!

Objective

To be able to apply knowledge of advertising to develop a campaign for nutritious food.

Before You Start

You Can Peddle Too!

The school cafeteria offers a perfect place for the children to peddle nutritious foods. With the help of the school food service, the children can do market research and develop a campaign based on their data and knowledge of advertising techniques.

What product will the children choose to promote? What product "image" will they develop? What media will they use? What techniques will they use?

It's up to them!

Activities	Subject
41. Planning a Campaign	Social Studies
42. Developing a Campaign	Music and Art
43. Implementing and Evaluating the Campaign	Math

Planning a Campaign

- **Plan an ad campaign** for a nutritious food, to reach the whole school. The campaign should try to influence children's choices when they go down the lunchroom cafeteria line.

- **How to begin.** First, the children must choose a nutritious food for the ad campaign. What might they choose? Begin by talking with the food-service people. The children might ask:

  —What nutritious foods that you serve are seldom chosen?

  —What nutritious foods that you serve are often thrown away?

From these answers, the children can decide what food to push in their campaign.

- **What's next?** Have the children do a little market research. On a day when this food is served, have the children try these things in the cafeteria:

  —Count how many students go through the line.

  —Count how many students select the campaign food, if a choice is available.

  —Interview students as to why they did not select the campaign food, if a choice is available.

  —Stand by the trash cans and count how many servings of the campaign food are thrown away.

  —Interview students as to why they are throwing the campaign food away.

  Have the children keep careful records. They may even want to record their interviews on tape. The children should save all data to use later for an evaluation of the campaign.

- **Develop an image.** With this information, the class is now ready to figure out a campaign slogan or theme to enhance the image of the campaign food.

  Example

  Suppose the campaign food you chose is whole-wheat bread. After your research in the cafeteria, you found out that the reasons children throw away or don't select whole-wheat bread are

  —They had never tried it.

  —They were not used to eating it.

  What ad psychology might you use?

  —You might try to get the students interested in whole-wheat bread by planning a campaign that would give them information about it and encourage them to try it. An ad slogan or theme might be "Win with Whole Wheat" or "Whole-Grain Power."

- **Product information.** What product information can you give to accompany your ad theme?

  Examples

  —Whole-wheat bread tastes good.

  —Whole-wheat bread is good for you. It has important vitamins, minerals, and fiber.

  —Whole-wheat bread is natural.

  —Compare the differences between whole-wheat bread and white bread. How is the flour made? Does it need enrichment?

(continued)

—Ways to eat whole-wheat bread: recipe ideas.

—Whole-wheat bread gives you energy to play.

—Whole-wheat bread is super for lunch and makes a fun snack.

The children can make a list like this to determine the information they want to give in their campaign.

Ads can be positive. Here's an ad developed for TV.

WHOLE-GRAIN POWER

There is nothing like a muffin full of
whole-grain flour
Or a plumper pumpernickel which
has whole-grain power
Have cornbread or bran bread
Oatmeal bread or rye.
Go make a brown bread sandwich
Now I'll tell you why
When you feel like something chewy
Use whole-grain bread
Because the goodness is all natural,
and
You'll be well fed.
Here's to whole-grain power
I'll eat to that!

Alternate Activity

If the school lunchroom activity is not feasible, divide the class into working teams to do one of the following activities.

- Persuade another third grade class to try a food such as whole-wheat bread or broccoli or to substitute milk for a cola beverage.

- Set up a snack stand and promote broccoli pancake snacks or yogurt sticks for the rest of the school at a time of an assembly, class play, or lunch time in the lower grades.

Developing the Campaign

- What media will you use to send off your ad campaign? Put the list below on the board and have the children discuss what they will use.

Print Media

posters

flyers

place mats

articles

poems

banners

mobiles

Electronic Media

Tape ads and play on the PA system.

Make your own ad on closed-circuit TV. Play the video at the entrance to the lunch line.

If your school does not have video equipment, you could draw the frames of a live ad on a roll of freezer paper. Insert the roll in a box and turn it by attaching the beginning of the roll to a wooden dowel. The ad could have words or be accompanied by an audiocassette.

What could you do to draw special attention to your campaign? Put this list on the board and have the children decide what they might do.

Contests

—Who can make the best place mat about whole-wheat bread?

—Sponsor a sports competition. "Win with Whole-Wheat Bread" by playing in the soccer competition.

—Recipe contests. Who can think of the best recipe or way to eat whole-wheat bread?

Jingles

—Make up a catchy song about whole-wheat bread to use in the campaign.

—Award a certificate to the class that selects the most whole-wheat bread.

Booths

—Set up a booth with information about whole-wheat bread.

—Set up a whole-wheat bread-tasting booth.

Skits

—Put on a skit about whole-wheat bread for the school.

Incentives

—Use a "Willy Wonka" idea. Place a slip of paper in the packaging of a loaf of whole-wheat bread offering a small prize.

—Give a small prize to the 1st, 30th, or whatever number child who selects whole-wheat bread.

—Award a certificate to the class that selects the most whole-wheat bread.

(continued)

- Decide how long the campaign will last. One week? One day? When will the campaign begin? One week before the campaign food will be served? One day? Ask the food-service people to help you schedule your campaign.

- Once the children have selected their slogan or theme, the media they will use, and methods of drawing special attention to their campaign food, it's time to begin creating the actual campaign materials.

  Break the duties into categories, and have the children choose the part of the campaign they want to work on.

Implementing and Evaluating the Campaign

- When the campaign materials are ready, plan where and when you will place them. Be sure to start the campaign a few days before the campaign food is served in the cafeteria.
- The day the campaign food is served, it's time to collect data again. Repeat the measures you took in the planning stages:
  - —Count how many students go through the line.
  - —Count how many students select the campaign food, if a choice is available.
  - —Interview students as to why they did or did not select the campaign food.
  - —Stand by the trash cans and count how many servings of the campaign food are thrown away.
  - —Interview students as to why they are throwing away the campaign food.
- **Was the campaign successful?** To find out, compare these findings with the original data collected:
  - —Did more people select the campaign food?
  - —Did the students' attitudes toward the campaign food change?
- **Tell the school.** The children can write a report on the results of their campaign and put it in the school newspaper, the local newspaper, or with the menus that are sent to the parents. They might also put their report on the PA system or even tell other schools about their ad campaign for a nutritious food.

Appendix 1

Dairy Council Offices in New York State

Dairy Council of Niagara Frontier Area
Buffalo (716) 634-1080

Dairy Council of Metropolitan New York, Inc.
New York (212) 682-7961

Dairy Council of Rochester Area, Inc.
Rochester (716) 288-1758

Dairy, Food and Nutrition Council, Inc.
Area Offices:
Arkport (607) 295-7222
Binghamton (607) 724-7598
Latham (518) 785-5441
Poughkeepsie (914) 452-5630
Syracuse (315) 475-2721

Appendix 2

Cornell Cooperative Extension

ALBANY
518-765-2874

Cooperative Extension
Albany County Resources Development Center
Martin Road, R.D. 2, Box 131
Voorheesville, NY 12186

ALLEGANY
716-268-7644

Cooperative Extension
R.D. 1, Box 226
Belmont, NY 14813

BROOME
607-772-8953

Cooperative Extension
Farm, Home and 4-H Center
840 Front Street
Binghamton, NY 13905

CATTARAUGUS
716-699-2377

Cooperative Extension
Cooperative Extension Center
Parkside Drive
Ellicottville, NY 14731

CAYUGA
315-255-1183

Cooperative Extension
Farm, Home and 4-H Center
248 Grant Avenue
Auburn, NY 13021

CHAUTAUQUA
716-664-9502

Cooperative Extension
Chautauqua County Agricultural Center
R.D. 2
Turner Road, Box 341 A
Jamestown, NY 14701-9608

CHEMUNG
607-734-4453

Cooperative Extension
425-447 Pennsylvania Ave.
Elmira, NY 14904

CHENANGO
607-334-2634

Cooperative Extension
Farm, Home and 4-H Center
99 North Broad Street
Norwich, NY 13815

CLINTON
518-561-7450

Cooperative Extension
Old Court House Building
Margaret Street
Plattsburgh, NY 12901

COLUMBIA
518-828-3346

Cooperative Extension
Extension Center
Route 66, R.D. #1
Hudson, NY 12534

CORTLAND
607-753-5077

Cooperative Extension
County Office Building
60 Central Avenue
Cortland, NY 13045

DELAWARE
607-865-6531

Cooperative Extension
Post Office Box 184
Hamden, NY 13782

DUTCHESS
914-677-5061

Cooperative Extension
P.O. Box 259
Millbrook, NY 12545

ERIE
716-652-1170

Cooperative Extension
Farm and Home Center
21 South Grove Street
East Aurora, NY 14052

ESSEX
518-962-8241

Cooperative Extension
Agricultural Center
Sisco Street
Westport, NY 12993

FRANKLIN
518-483-6767

Cooperative Extension
Cooperative Extension Headquarters
11 Brewster Street
Malone, NY 12953

GENESEE
716-343-3040

Cooperative Extension
Cooperative Extension Center
420 East Main Street
Batavia, NY 14020

GREENE
518-622-9820

Cooperative Extension
Extension Center
Route 3, Box 906
Cairo, NY 12413

HERKIMER
315-866-7920

Cooperative Extension
107 Court St.
Herkimer, NY 13350

JEFFERSON
315-788-8450

Cooperative Extension
223 JB Wise Place
Watertown, NY 13601

LIVINGSTON
716-658-2131

Cooperative Extension
158 South Main Street
Mount Morris, NY 14510

LEWIS
315-376-6551

Cooperative Extension
Post Office Box 72
(Outer Stowe Street)
Lowville, NY 13367

MADISON
315-684-3001

Cooperative Extension
Farm and Home Center
Eaton Street
Morrisville, NY 13408

MONROE
716-461-1000

Cooperative Extension
Cooperative Extension Center
249 Highland Avenue
Rochester, NY 14620

MONTGOMERY
518-853-3471

Cooperative Extension
Old Court House
Fonda, NY 12068

NASSAU
516-454-0900

Cooperative Extension
Plainview Complex—Bldg. J.
1425 Old Country Road
Plainview, NY 11803

NIAGARA
716-433-6773

Cooperative Extension
Farm & Home Center
4487 Lake Avenue
Lockport, NY 14094

ONEIDA
315-736-3394

Cooperative Extension
R.R.#1, Box 126
2nd Street
Oriskany, NY 13424

ONONDAGA
315-424-9485

Cooperative Extension
Cooperative Extension Center
1050 West Genesee Street
Syracuse, NY 13204

Cornell Cooperative Extension

ONTARIO
716-394-3977
Cooperative Extension
Cooperative Extension Center
480 North Main Street
Canandaigua, NY 14424

ORANGE
914-343-5979
Cooperative Extension
Farm and Home Center
239 Wisner Avenue
Middletown, NY 10940

ORLEANS
716-589-5561
Cooperative Extension
P.O. Box 150
Albion, NY 14411

OSWEGO
315-963-7286
Cooperative Extension
Cooperative Extension Headquarters
Main Street
Mexico, NY 13114

OTSEGO
607-547-2536
Cooperative Extension
Cooperative Extension
(123 Lake Street)
Cooperstown, NY 13326

PUTNAM
914-628-0454
Cooperative Extension
179 East Lake Boulevard
Mahopac, NY 10541

RENSSELAER
518-270-4000
Cooperative Extension
County Court House
Troy, NY 12180

ROCKLAND
914-638-5500
Cooperative Extension
62 Old Middletown Road
New City, NY 10956

ST. LAWRENCE
315-379-2311
Cooperative Extension
University Shopping Center
125 Main St. East
Canton, NY 13617

SARATOGA
518-885-8995
Cooperative Extension
50 West High Street
Ballston Spa, NY 12020

SCHOHARIE
518-234-4303
Cooperative Extension
41 South Grand Street
Cobleskill, NY 12043

SCHUYLER
607-535-7466
Cooperative Extension
Rural-Urban Center
208 Broadway
Montour Falls, NY 14865

SENECA
315-539-9254
Cooperative Extension
Farm, Home and 4-H Center
Mill and East William Streets
Waterloo, NY 13165

STEUBEN
607-776-7666
Cooperative Extension
County Office Building
199 East Steuben St.
Bath, NY 14810

SUFFOLK
516-727-7850
Cooperative Extension
246 Griffing Avenue
Riverhead, NY 11901

SULLIVAN
914-292-5250
Cooperative Extension
P.O. Box 191
Liberty, NY 12754

TIOGA
607-687-4020
Cooperative Extension
56 Main Street
Owego, NY 13827

TOMPKINS
607-272-2292
Cooperative Extension
Cooperative Extension Center
225 South Fulton Street
Ithaca, NY 14850

ULSTER
914-338-3494
Cooperative Extension
P.O. Box 3545
Extension Headquarters
Kingston, NY 12401

WARREN
518-623-3291
Cooperative Extension
17 Hudson Street
Warrensburg, NY 12885

WASHINGTON
518-747-2861
Cooperative Extension
County Office Building Annex
Lower Main Street
Hudson Falls, NY 12839

WAYNE
315-483-6918
Cooperative Extension
P.O. Box 217
Alton, NY 14413

WESTCHESTER
914-285-5960
Cooperative Extension
216 Central Avenue
White Plains, NY 10606

WYOMING
716-786-2251
Cooperative Extension
401 North Main Street
Warsaw, NY 14569

YATES
315-536-3381
Cooperative Extension
County Office Building
110 Court Street
Penn Yan, NY 14527

New York City Offices of Cornell Cooperative Extension, including Expanded Food and Nutrition Education Program sites (EFNEP):

Administrative Office
212-340-2900
15 East 26th St., 5th Floor
New York, NY 10010-1565

Brooklyn Center
718-237-0920
100 Clinton Street, 2nd Floor
Brooklyn, NY 11201

Bedford Stuyvesant EFNEP
212-783-2722
Stark Bldg., 5th Floor
1360 Fulton Street
Brooklyn, NY 11216

Bronx EFNEP
212-583-7770
2021 Grand Concourse, Room 602
Bronx, NY 10453

Brownsville EFNEP
212-385-0233
405 Rockaway Avenue, 2nd Floor
Brooklyn, NY 11212

Lower East Side EFNEP
212-260-6300
9 Second Avenue, 3rd Floor
New York, NY 10003

Queens EFNEP
212-526-3490
161-10 Jamaica Avenue, Room 216
Jamaica, NY 11432

Upper Manhattan EFNEP
212-923-2400
4250 Broadway, Room 7
New York, NY 10033

Appendix 3

New York as an Agricultural State

Agriculture is a growth industry in New York State. Our state produces a wide variety of food, and it is all good. Further, the food-producing areas are near the world's largest marketplace—New York City. Here are a few of the food products in which New York leads most other states.

Dairy products—Milk production in excess of 11.6 billion pounds (a record high) accounted for over half of the agricultural income, totalling more than $1.6 billion in 1983. It is generally throughout the State with concentrations in the eastern area stretching from Orange to St. Lawrence County. New York ranks 3rd nationally in milk production and in income from dairy products.

Meat production—New York with 636,000 calves slaughtered during 1983 led the nation in number of calves slaughtered and ranked third in total pounds of veal produced. There were 258,000 cattle, 65,000 hogs and 51,000 sheep and lambs slaughtered in 1983.

Horticulture—In New York, greenhouse and nursery products have a cash value of about $127 million. Production is concentrated on Long Island and elsewhere close to heavily populated areas. These products are grown on more than 20 thousand acres and under about 18 million square feet of glass or other protection. New York ranks 4th in income from greenhouse and nursery products.

Eggs—A large source of income for the State's farmers, with 1983 production valued at $82 million. Production is spread throughout the State but is intensive in Sullivan County. New York ranked 13th in egg production in 1983.

Apples—New York ranks 2nd in the nation in apple production. The 1983 crop was valued at about $96 million. Three general areas produce the apple crop: along the southern shore of Lake Ontario, the Hudson Valley counties of Columbia, Dutchess, Ulster and Orange, and the Lake Champlain Valley, mostly in Clinton County.

Grapes—Grapes were a $43 million crop in 1983, with most going for juice and wine. Production centers in Erie and Chautauqua Counties in the Finger Lakes region (Yates, Steuben, Ontario and Schuyler Counties) and in the Mid-Hudson Valley. New York ranked third in grape production in 1983.

Tart cherries—Produced mostly in the Lake Ontario region of Western New York. Production and value of the crop fluctuates widely. New York ranked 2nd nationally in 1983 with the crop bringing $11 million to New York State producers.

Cabbage—Principally grown south of Lake Ontario in Orleans, Monroe, Wayne and Ontario Counties. This is the center of production of cabbage grown for kraut as well as cabbage for storage, which is subsequently moved to the fresh market during the winter months. Cabbage is also grown in Suffolk County and in other sections of the State. Value of the crop grown in 1983 was about $26 million. New York ranks first in production of cabbage for kraut and third in cabbage for fresh market.

Onions—An important crop, valued at $39 million in 1983. Mostly grown in muck soils in Orange, Oswego, Orleans, Genesee and Madison Counties. The State ranked fourth in production in 1983.

Snap beans—Grown in the central and western parts of the State largely for the canning trade. The 1983 value of the crop was $25 million. New York ranks third in production for both fresh market and processing.

Sweet corn—Produced throughout the State with concentration in the lower Hudson Valley and in Western and Central New York in Genesee, Monroe, Madison, Ontario, Orleans, Erie and Yates Counties. 1983 production placed New York 2nd in fresh market and 6th in processed tonnage. Total value was more than $25 million.

Tomatoes—Largest production is in Western New York for fresh and processing use. New York's 1983 fresh market value was about $7.2 million.

Other vegetables—Lettuce (worth $12.1 million), cauliflower (worth $11.0 million), celery (worth $4.1 million), carrots (worth $3.7 million), green peas for processing (worth $3.9 million), and beets for processing (worth $1.5 million) are grown in the State. Lettuce and celery are grown in the muck soils of Orange and Oswego Counties. New York ranks 2nd in beet production for processing, 4th in cauliflower, 4th in celery, 7th in lettuce and 9th in carrots.

Grain—New York also has significant production of several grain crops. Corn, oats and wheat are the most widely grown in the State. New York is 14th in acreage of corn, 2nd in corn silage production and 17th in corn for grain. The State places 12th in oat production and 30th in winterwheat.

Hay—Production valued at 423 million dollars in 1983. New York ranks 9th in all hay but is 3rd in production of clover and grass hay. Most of the hay is used on the farms where produced and the value realized through the sale of milk and livestock.

Potatoes—Production is centered in eastern Suffolk County (Long Island) and in Steuben County with scattered production in other areas of the State. Value in 1983 was $72 million. The state ranks 10th in production.

Dry beans—Grown in Western New York and valued at $7 million in 1983. New York ranks 10th in production.

Maple syrup—A 4.3 million dollar crop in 1983 and ranking the State second in production after neighboring Vermont.

3/84 NY Crop Reporting Service/NYS Department of Agriculture and Markets

ST LAWRENCE
FRANKLIN
CLINTON
ESSEX
JEFFERSON
LEWIS
HAMILTON
WARREN
WASHINGTON
OSWEGO
ONEIDA
HERKIMER
FULTON
SARATOGA
NIAGARA
ORLEANS
MONROE
WAYNE
GENESEE
ONONDAGA
MONTGOMERY
SCHENECTADY
RENSSELAER
ONTARIO
MADISON
ERIE
WYOMING
LIVINGSTON
YATES
SENECA
CAYUGA
OTSEGO
SCHOHARIE
ALBANY
CHAUTAUQUA
CORTLAND
CHENANGO
COLUMBIA
CATTARAUGUS
ALLEGANY
STEUBEN
SCHUYLER
TOMPKINS
GREENE
CHEMUNG
TIOGA
BROOME
DELAWARE
ULSTER
SULLIVAN
DUTCHESS
PUTNAM
ORANGE
WESTCHESTER
ROCKLAND
BRONX
NEW YORK
SUFFOLK
NASSAU
RICHMOND
QUEENS
KINGS

103

104

The Food Peddlers

SP 026 333

NUTRATION COMES ALIVE

Level 3

Work Sheets, Letters to Parents, Recipes
New York State
Revised Edition

Nutrition Comes Alive

Level 3
The Food Peddlers

Work Sheets, Letters to Parents, Recipes

A Revision by Martha C. Mapes and Patricia Thonney

Based on materials developed by Susan Kay Nelson

Division of Nutritional Sciences, a division of the New York State College of Human Ecology and the New York State College of Agriculture and Life Sciences, Cornell University, Ithaca, New York. 1985.

Work Sheets, Letters to Parents, Recipes

For Section I

Mapping the Tongue A
Letter to Parents and How Much Salt Do You Add? B
The Story of Tooth Decay C
Cereal Search D
Spice Inventory E
Try a New Taste F
Adding Up Calories G

For Section II

Reasons for Selecting Foods H
Letter to Parents and Eating Styles Two Generations Ago I
Food Preparation in Early New York J
Food Treasures from the Past K
Food Is Central to Celebration L
How Does Fast Food Rate? M

For Section III, Part 1

What's a Peddler? N
What's an Ad? O
Let's Sell Juice! P
Ad Land! Q
TV Time! R
Ads Try to Sell! S

For Section III, Part 2

Does the Ad Grab You? T
Which Brand Would You Buy? U
Astro Wows! V
What's the Main Message? W
A Supermarket Investigation X
How Ads Get Us Interested in Buying! Y

For Section III, Part 3

In My Opinion! Z
Let's Look at the Label! AA
A Drink Is Not a Juice BB
Whole-Grain Power CC
I'm Not Puzzled! DD

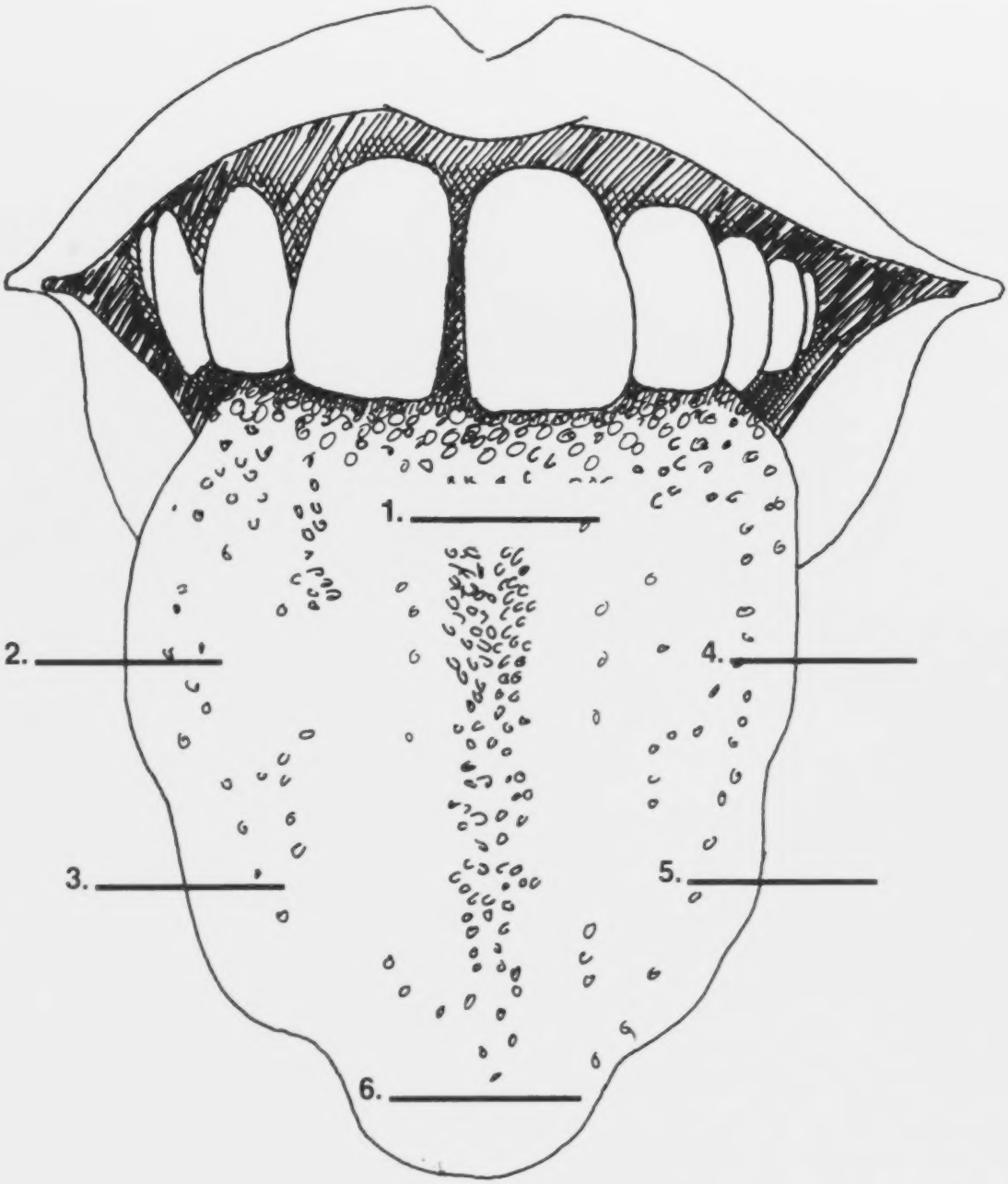
For Section III, Part 4

Choosing Activities EE
What's Happening Here? FF
Experiences and Choices GG
My Choice! HH
Recipe Sheets
Spinach Salad
Corn Bread

Mapping the Tongue

Name _____

The tongue has about 9,000 taste buds. Taste buds help me to tell if a food is sweet, sour, salty, or bitter. My tongue map shows where each of the four basic tastes is strongest.



Nutrition Comes Alive, Level 3, The Food Peddlers. Developed by the Department of Nutritional Sciences, Cornell University, 1985.

Dear Parent:

Your child is studying how taste and other sensory perceptions affect food choices. By doing several activities we will examine how sugar affects dental health and how both sugar and fat add calories as well as flavor to food.

We have been discussing how acquiring a preference for salty foods can be a health problem for some people. Because you greatly influence your child's food habits, we want you to know how consuming excess sodium can affect health and what you can do to control sodium intake.

Sodium is a mineral necessary for proper body functioning. But your body needs only a small amount. Most dietary sodium is found in the form of sodium chloride, the compound we know as table salt, which is 40 percent sodium and 60 percent chloride.

Intakes of 1,100 to 3,300 milligrams of sodium per day are considered safe and adequate for all healthy adults by the Food and Nutrition Board of the National Academy of Sciences-National Research Council. That amount of sodium can be obtained from approximately ½ to 1½ teaspoons of regular table salt.

Many Americans consume two to six times as much sodium as their bodies need. Excess sodium in the diet is one of several factors believed to contribute to high blood pressure (hypertension). Because no medical tests can predict who will or will not develop hypertension, many nutritionists and medical professionals recommend that we limit our intake of sodium. Limiting intake early in life is important because children may acquire a preference for salty foods that can be difficult to change later in life.

It is not easy to determine how much sodium the average person in the United States consumes. The best current estimate indicates that salt (sodium chloride) used during cooking or at the table accounts for about one-third of the total. One-fourth to one-half comes from processed foods and drinks. The remainder occurs naturally in foods and drinking water.

The following family activity can help you estimate how much salt and sodium your family adds to food.

Week 1

Measure salt into a shaker.

When preparing meals take any needed salt from the shaker.

Instruct all family members to use only the "experiment" shaker whenever they salt food.

At the end of one week, measure how much salt is left in the shaker.

How much did your family use?

On the average, one-third of total sodium consumed comes from salt you add to foods. Multiply the above figure by 3 for a rough estimate of the <u>total</u> sodium consumed by your family.

Keep in mind that any meals your family eats away from home will affect the accuracy of your estimate.

(continued)

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Week 2

Repeat the above experiment but make a conscious effort to use less salt. Try salting vegetables and other foods after they are cooked and only after tasting them first.

How much salt did your family use?

By how much were you able to reduce use of the salt shaker?

Did you learn to enjoy any new flavors?

Your child may want to share results of this experiment with classmates.

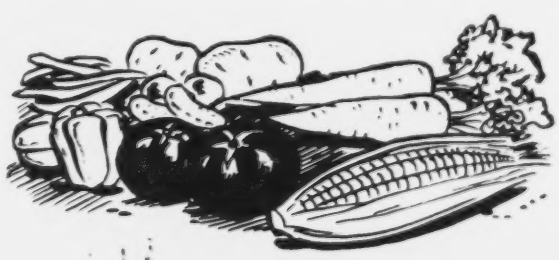
VEGETABLE SOUP
4 servings, about 1 cup each

¼ cup onion, chopped
*½ cup celery, diced
*½ cup carrots, sliced
*½ cup potatoes, diced
*½ cup cabbage, shredded
*½ cup turnips, diced
*½ cup frozen cut green beans
1 tablespoon parsley, chopped
¼ teaspoon basil leaves
⅛ teaspoon pepper
1 bay leaf
1½ cups boiling water
16-ounce can tomatoes

1. Add all ingredients except tomatoes to boiling water. Cover and boil gently 15 minutes.
2. Break up large pieces of tomatoes.
3. Add tomatoes to vegetable mixture and continue cooking until vegetables are tender, about 20 minutes.
4. Remove bay leaf.

*You will need 3 cups of vegetables for this recipe. Use the suggested vegetables or try other combinations.

Recipe from ***FOOD 2.*** Published by the American Dietetic Association in cooperation with the U.S. Department of Agriculture, 1982



B

Estimado Padre:

Su niño está estudiando en que forma el sabor y otros sentidos afectan la selección de alimentos. A través de varias actividades vamos a examinar como las grasas añaden calorías además de sabor a las comidas.

Hemos estado discutiendo que el hecho de adquirir una preferencia por alimentos salados puede ser un problema de salud para algunas personas. Debido a que usted influencia grandemente en los hábitos de alimentación de sus niños, deseamos que usted conozca como el consumo de sodio en exceso puede afectar la salud y que podría hacer usted para controlar la ingestion excesiva de éste.

El sodio es un mineral necesario para el funcionamiento adecuado del organismo. Pero su cuerpo solo necesita una pequeña cantidad. La mayoría del sodio dietético se encuentra en forma de cloruro de sodio, el compuesto que conocemos como sal de mesa, el cual es 40 porciento de sodio y 60 porciento de cloruro.

La cantidad de 1100 a 3000 miligramos de sodio por día se considera segura y adecuada para todos los adultos saludables por la Junta de Alimentos y Nutrición del Consejo Nacional de Investigaciones. Esa cantidad de sodio se obtiene de aproximadamente 1/2 a 1½ cucharaditas de sal de mesa común.

Muchos norteamericanos consumen de dos a seis veces la cantidad de sodio que sus cuerpos necesitan. El exceso de sodio en la dieta es considerado como uno de los factores que contribuye a la alta presión de la sangre (hipertensión). Debido a que ninguna prueba médica puede predecir quien va a desarrollar o no hipertensión, muchos nutricionistas y profesionales de la salud recomiendan que se limite nuestra ingestion de sodio. Limitando el consumo de éste temprano en la vida es importante porque los niños podrían adquirir preferencia por alimentos salados que puede ser dificil cambiar más tarde.

No es fácil determinar cuanto sodio consume la persona promedio en los Estados Unidos de America. El mejor estimado en la actualidad indica que la sal (cloruro de sodio) usada para cocinar o a la mesa representa una tercera parte del total. De una cuarta parte a la mitad proviene de bebidas y alimentos procesados. El resto se encuentra naturalmente en los alimentos y el agua para beber.

La siguiente actividad familiar puede ayudarle a estimar cuanta sal y sodio su familia la añade a la comida.

Primera Semana

Mida cuanta sal usted pone en un salero.

Cuando prepare las comidas use la sal del salero.

Déle instrucciones a la familia de que usen solamente el salero "experimental" cada vez que vayan a sazonar con sal las comidas.

Al final de una semana, mida cuanta sal queda en el salero.

¿Cuánta sal usó su familia?

Como promedio, una tercera parte del sodio consumido proviene de la sal que usted añade a los alimentos. Multipleque esa cifra por 3 para obtener un estimado bruto del sodio total consumido por su familia.

Nutrition Comes Alive, Level 3. The Food Peddlers. Developed by the Department of Nutritional Sciences, Cornell University. 1985

Segunda Semana

Repita el experimento anterior pero haga un esfuerzo consciente de usar menos sal. Trate de añadir sal a las hortalizas y otros alimentos después de cocidos y únicamente después de haberlos probado primero.

¿Cuánta sal usó su familia?

¿Por cuánto pudo usted reducir el uso del salero?

¿Aprendió usted a disfrutar de nuevos sabores?

Su niño podría compartir los resultados de este experimento con sus compañeros de clase.

SOPA DE HORTALIZAS

4 porciones, de 1 taza cada una

1/4 taza de cebolla, picada
*1/2 taza de tallos de apio, en cubitos
*1/2 taza de zanahorias, en rebanadas
*1/2 taza de papas, en cubitos
*1/2 taza de repollo, desmenuzado
*1/2 taza de nabos, en cubitos
*1/2 taza de habichuelas tiernas en pedazos congeladas
1 cucharada de perejil, picado
1/4 cucharadita de albahaca seca
1/8 cucharadita de pimienta
1 hoja de laurel
1½ tazas de agua hirviendo
1 lata de 16 onzas de tomates

1. Eche todos los ingredientes excepto los tomates al agua hirviendo. Tape y cocine por 15 minutos.
2. Desbarate los pedazos grandes de tomate.
3. Agregue los tomates a las hortalizas y continue cocinando hasta que las hortalizas estén cocidas alrededor de 20 minutos.
4. Remueve la hoja de laurel.

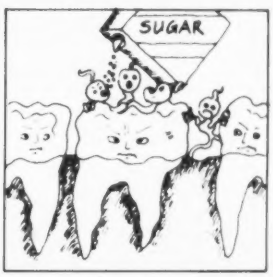
*Va a necesitar 3 tazas de hortalizas para esta receta. Use las hortalizas sugeridas o pruebe otras combinaciones.

Tomado de: FOOD 2. Publicado por la Asociación Dietética Americana en cooperación con el Departamento de Agricultura Federal, 1982.

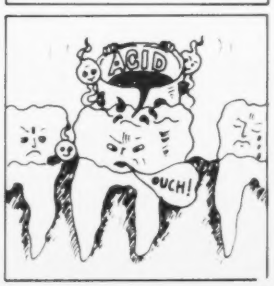
The Story of Tooth Decay

Name _____

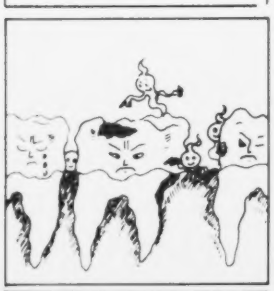
The pictures below tell a story about tooth decay, but they are in the wrong order. Show the right order by writing the letter of a picture in the box next to the correct number. Then write a sentence describing what is happening in each picture. The first one has been done for you.

A. 

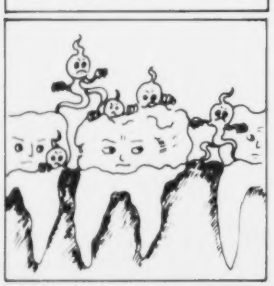
1. [D] We all have tiny bacteria that live in our mouths.

B. 

2. [ ]

C. 

3. [ ]

D. 

4. [ ]

Three things I can do to have healthy teeth—

1. _____
2. _____
3. _____

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Cereal Search

Name _____

Toasted Oats

SERVING SIZE: 1 OUNCE (1¼ CUPS)
SERVINGS PER CONTAINER: 15

INGREDIENTS: oat flour, wheat starch, salt, sugar, calcium carbonate (provides calcium), trisodium phosphate, sodium ascorbate (vitamin C), niacin (a B-vitamin), artificial color, iron (a mineral nutrient), vitamin A palmitate, pyridoxine hydrochloride (vitamin B_6) riboflavin (vitamin B_2), thiamin mononitrate (vitamin B_1), vitamin B_{12}, and vitamin D_3.

CARBOHYDRATE INFORMATION

	Toasted Oats	
	1 ounce	with ½ cup milk
Starch and related carbohydrates, g	19	19
Sucrose and other sugars, g	1	7
Total carbohydrates, g	20	26

Honey Oats

SERVING SIZE: 1 OUNCE (¾ CUP)
SERVINGS PER PACKAGE: 14

INGREDIENTS: oat flour, sugar, defatted wheat germ, wheat starch, honey, brown sugar syrup, salt, almonds, trisodium phosphate, sodium ascorbate (vitamin C), calcium carbonate (provides calcium), niacin (a B-vitamin), iron (a mineral nutrient), vitamin A palmitate, pyridoxine hydrochloride (vitamin B_6), riboflavin (vitamin B_2), thiamin mononitrate (vitamin B_1), vitamin B_{12}, and vitamin D.

CARBOHYDRATE INFORMATION

	Honey Oats	
	1 ounce	with ½ cup milk
Starch and related carbohydrates, g	13	13
Sucrose and other sugars, g	10	16
Total carbohydrates, g	23	29

1. What is the main ingredient in both cereals? _____

2. Which cereal contains the most sugar? _____

3. What is the stated serving size for each cereal? Toasted Oats _____

   Honey Oats _____

4. How much sugar is in the stated serving of each cereal? Toasted Oats _____

   Honey Oats _____

5. Take this work sheet home and examine the labels of two cereals you eat or a friend eats. List the name of each cereal, the sugar content (without milk), and the stated serving size. Do you eat more or less than the serving size? _____

   How does the amount you eat affect the amount of sugar you get from the cereal? _____

   _____

6. Compare your cereal to those listed on the back of this work sheet. How many cereals contain less sugar than yours? _____

   How many contain more sugar than yours? _____

A useful fact: One teaspoon of sugar equals 4 grams.

(continued)

Nutrition Comes Alive. Level 3. The Food Peddlers. Developed by the Department of Nutritional Sciences. Cornell University. 1985.

D

Cereal Product Name	Grams of sugar in a one-ounce serving
Nutri-grain Corn	0
Shredded Wheat	0
Puffed Rice	0
Spoon Size Shredded Wheat	0
Cheerios	1
Wheat Chex	2
Rice Chex	2
Nutri-grain Barley	2
Crispix	3
Concentrate	3
Rice Krispies	3
Grape Nuts	3
Corn Flakes	3
Product 19	3
Special K	3
Corn Total	3
Smart Start for Women	4
All-Bran	5
Buc Wheats	5
Toasted Wheat & Raisins	5
Bran Chex	5
Pep	5
Fortified Oat Flakes	6
Corn Bran	6
100% Natural Cereal	6
Life Cereal	6
40% Bran Flakes	6
Kaboom	6
King Vitaman	6
Cinnamon Life	6
100% Bran	6
Fruit & Fiber with Apples & Cinnamon	7
Toasted Mini Wheats	7
Bran Buds	7
Country Morning	7
Nature Valley Granola	8
Raisin, Rice & Rye	8
Cinnamon Frosted Mini Wheats	8
Most	8
CW Post with Raisins	8
Cracklin Bran	8
Honey Nut Crunch Raisin Bran	8
Graham Crackos	9
100% Natural Cereal with Raisins & Dates	9
Post Raisin Bran	9
Country Morning with Raisins & Dates	9
Cinnamon Toast Crunch	9
Golden Grahams	10
Crispy Wheat & Raisins	10
Honey Nut Cheerios	10
ET	10
Gremlins	10
Wheat Raisin Chex	10
Marshmallow Krispies	10
Raisin Bran	11
Lucky Charms	11
Body Buddies	11
Alpha Bits	11
Cocoa Puffs	11
Honey Comb	11
C-3PO's	11
Cap'n Crunch	12
Cocoa Krispies	12
Trix	12
Pacman	12
Donkey Kong	12
Cap'n Crunch	12
Crispy Oatmeal & Raisin Chex	12
Apple Raisin Crisp	12
Frosted Flakes of Corn	13
Sugar Corn Pops	13
Fruit Loops	13
Cocoa Krispies	13
Frankenberry	13
Frosted Rice	13
Count Chocula	13
Cookie Crisp	13
Donkey Kong Junior	13
Cap'n Crunch's Choco Crunch	13
Raisin Life	13
Cap'n Crunch Crunch Berries	13
Smurf Berry Crunch	13
Fruity Pebbles	13
Cocoa Pebbles	13
Rainbow Brite	14
Apple Jacks	15
Sugar Smacks	15
Honey Smacks	16

Information from cereal packages, 1985.

Spice Inventory

Name _____

Herbs and spices add flavor to foods.

Herbs and spices I found at home	Foods my family eats them in
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

COTTAGE CHEESE-HERB DIP
Makes 1 1/3 cups

1 cup cottage cheese, creamed
2 tablespoons lemon juice
2 tablespoons milk
2 tablespoons salad dressing, mayonnaise-type
2 tablespoons green onions, chopped
¼ cup parsley, coarsely chopped
*½ teaspoon tarragon leaves
dash pepper

1. Mix ingredients in a blender, scraping sides of blender jar with a rubber scraper. Blend until the mixture is smooth and creamy.
2. Serve with fresh vegetable sticks such as carrot, celery, green pepper, and cauliflower.

*Try substituting chives, mint, rosemary, or other herbs and spices.

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TRY A NEW TASTE

ORANGE-FLAVORED CARROTS

4 servings, ½ cup each

Carrot, sliced	3 cups
Onion, chopped	2 tablespoons
Boiling water	1 cup
Frozen orange juice concentrate	2 tablespoons
Lemon juice	1 teaspoon

1. Add carrot and onion to boiling water. Cover and boil gently until carrot slices are tender, about 20 minutes. Drain; save 2 tablespoons liquid.
2. Add orange juice concentrate, lemon juice, and cooking liquid to drained vegetables; stir gently. Reheat to serving temperature.

EGGPLANT-TOMATO COMBO

4 servings, ½ cup each

Garlic, minced	1 clove
Onion, sliced	1/3 cup
Green pepper strips	1/3 cup
Margarine	2 teaspoons
Tomatoes	8-ounce can
Eggplant, pared, sliced	3 cups
Oregano leaves	¼ teaspoon
Basil leaves	¼ teaspoon
Pepper	Dash

1. Cook garlic, onion, and green pepper in margarine in large frying pan until onion is clear.
2. Break up large pieces of tomatoes.
3. Add tomatoes, eggplant, and seasonings to onion mixture.
4. Cover and boil gently until vegetables are tender and most of the liquid has evaporated, about 15 minutes. Stir occasionally during cooking.

HERBED BROCCOLI

4 servings, about ½ cup each

Fresh broccoli spears	¾ pound
Onion, finely chopped	2 teaspoons
Marjoram leaves	½ teaspoon
Basil leaves	½ teaspoon
Boiling water	¾ cup
Lemon wedges	4

1. Wash and trim broccoli; split thick stems.
2. Add broccoli, onion, and herbs to boiling water.
3. Cover and boil gently until broccoli is tender, about 10 minutes. Drain.
4. Serve with lemon wedge garnish.

Note: A 10-ounce package of frozen broccoli spears may be used in place of fresh broccoli; cook frozen broccoli about 6 minutes. Makes 4 servings, 1/3 cup each.

DILLED ZUCCHINI SQUASH

4 servings, ½ cup each

Zucchini squash	1 pound
Onion, chopped	1/3 cup
Boiling water	¼ cup
Paprika	½ teaspoon
Dill weed	½ teaspoon
Vinegar	1 tablespoon

1. Remove ends from squash; cut into strips or slices.
2. Add squash and onion to boiling water. Cover and boil gently until tender, about 10 minutes. Drain.
3. Add paprika, dill weed, and vinegar. Stir gently.

Recipes from ***FOOD 2***. Published by the American Dietetic Association in cooperation with the U.S. Department of Agriculture, 1982.

Nutrition Comes Alive, Level 3, The Food Peddlers. Developed by the Department of Nutritional Sciences, Cornell University, 1985

Adding Up Calories

Name _____

Look at the two bar graphs. The first graph shows the number of calories in an apple and four foods that contain apples. The second graph shows the number of calories in a potato and four foods that contain potatoes. The numbers along the left-hand side of the graph are calories. Along the bottom are single servings of selected foods. Use the bar graph to solve each of the math problems.

1. One medium-sized apple has _____ calories.

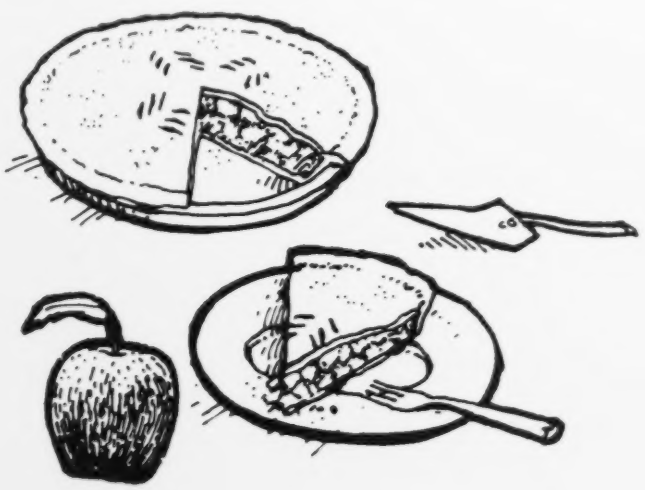
   One serving of apple crisp has _____ calories.

   What is the difference between the two? _____ calories.

2. Which form of apple has the fewest calories? _____

   Which form of apple has the most calories? _____

   What is the difference between the two? _____ calories.



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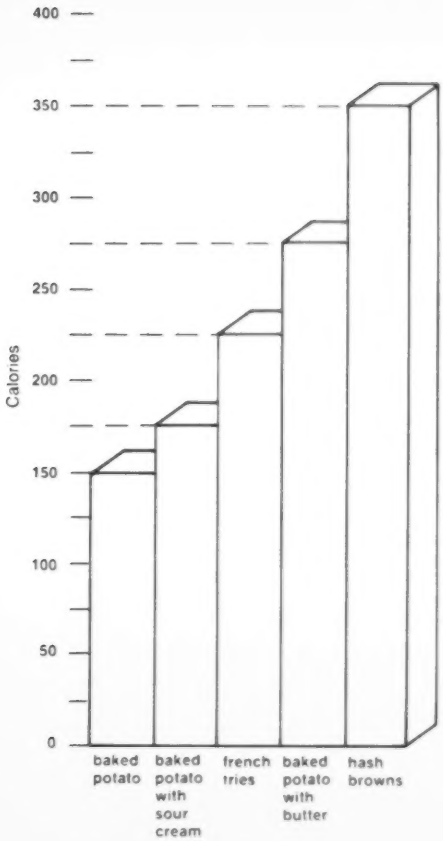
G



3. One plain baked potato has _____ calories.

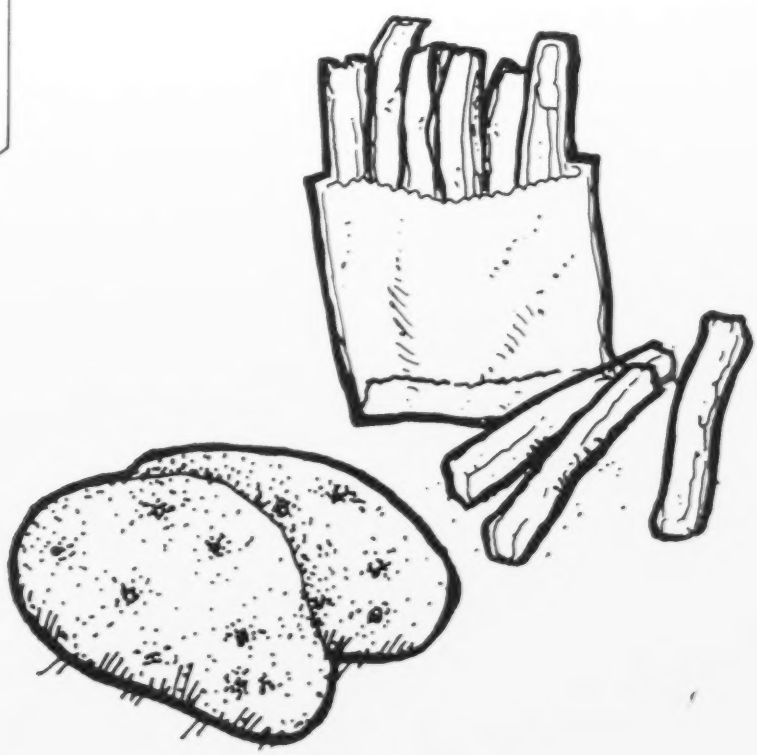
   One serving of french fries has _____ calories.

   What is the difference between the two? _____ calories.

4. Which form of potato has the fewest calories? _____

   Which form of potato has the most calories? _____

   What is the difference between the two? _____ calories.



Reasons for Selecting Foods

Name _____

Pick one of the foods from the list of foods you ate last night. For each of the reasons listed circle 1, 2, or 3 to indicate how important that reason was to you for eating that food.

Name of Food Selected

Reasons for Food Choice	**Very Important**	**Somewhat Important**	**Not (Very) Important**
Taste	1	2	3
Smell	1	2	3
Color	1	2	3
Texture	1	2	3
Nutritional value	1	2	3
Family favorite	1	2	3
Family habit	1	2	3
Parent's advice	1	2	3
Cost	1	2	3
Ease of preparation	1	2	3
Time of day	1	2	3
Trying something new	1	2	3

Adapted with permission from ***Nutrition Education: Choose Well Be Well, A Curriculum Guide for the Primary Grades*** (Sacramento: California State Department of Education, 1982).

Dear Parent:

We are studying a unit at school on our food heritage. It is fun to find out how many different food customs are represented in our class and our country. A special interest is your family food heritage. Can you help your third grader talk with others at home about your food customs?

If you have a special knack with making a heritage dish, please let me know if you are willing to make this dish at school for our class. Bread, pizza, homemade noodles, cabbage rolls, or stir fry vegetables are only a few ideas. We are trying to feature foods rather low in fat, sugar, or salt.

I will be willing to make _____

The best date for me is _____

Name _____

Address _____

Phone Number _____

(continued)

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Eating Styles Two Generations Ago

Name _____

Arrange a visit with a grandparent, neighbor, or older friend.
Ask that person to describe memories about food customs and eating experiences when he or she was your age. Write down the answers.

Types of food eaten

How food was prepared and stored

Memories of food that person's grandparents fixed (your great great grandparents)

Changes he or she appreciates now

I

Estimado Padre:

Estamos estudiando en la escuela una unidad sobre nuestra herencia alimentaria. Es divertido conocer cuantas costumbres alimentarias diferentes están representadas en nuestro salón de clases y en nuestro país. De especial interés son las costumbres alimentarias de su familia. ¿Podria usted ayudar a su niño de tercer grado a hablar con otros miembros de la familia acerca de sus costumbres y comidas típicas?

Si tiene usted habilidad para preparar un plato típico, por favor déjeme saber si usted está dispuesto a preparar el mismo en la escuela para nuestra clase. Por ejemplo, arroz con gandules, tortillas y frijoles, hortalizas salteadas, col rellena, así como panes, pizza u otro plato hecho en la casa.

Yo estoy dispuesto(a) a preparar _____

_____

El mejor día para mí es (fecha) _____

Nombre _____

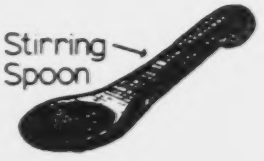
Dirección _____

Teléfono _____

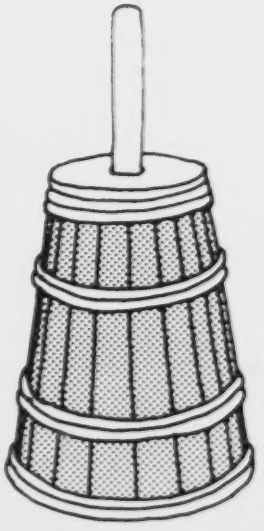
Nutrition Comes Alive, Level 3, The Food Peddlers. Developed by the Department of Nutritional Sciences, Cornell University, 1985.

Food Preparation in Early New York

As New York State began to develop, most settlers, of necessity, provided their own food. They harvested wild foods, fished, and hunted; grew their own fruits and vegetables; and raised their own animals and poultry. Only a few staple foods were purchased at the general store. These included flour, sugar, salt, and sometimes other luxuries such as spices. Sugar was scarce and expensive so molasses and maple syrup were used for sweetening.



People often ate the same foods every day because food supplies were scarce. Today, New York State is a major producer of many fruits, vegetables, dairy products, and maple syrup, and the food supply is enormously varied.



Early homemakers were more dependent on their sense of smell, taste, and touch in cooking and baking than they are today. Equally important was personal judgment developed through experience. For example, the amount of salt or sugar needed was determined by tasting; the sense of touch was used in mixing ingredients and in testing baked products. The sense of sight and how it looked was used to determine the quality of the finished product. Cooking and homemaking skills were passed from mother to daughter in a kind of apprentice system. Occasionally, a unique skill was shared with other relatives and friends. People learned from each other's experiences.

Recipes and Utensils

Recipes were developed or adapted to the materials, cooking or baking methods available, and the needs of the people who were using them. For example, johnny-cake, a word derived from "journey cake," was an early version of cornbread that people would carry on trips. Jerky and pemmican, the latter made from dried meat and other ingredients, were compact, nutritious, and

(continued)

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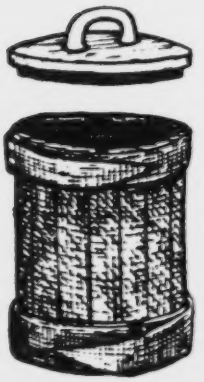
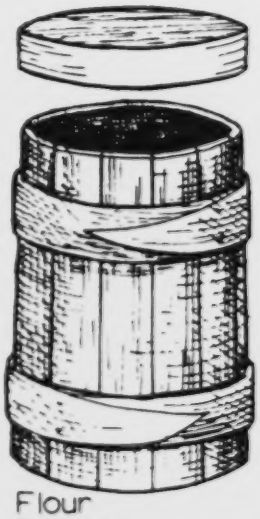
would not spoil when carried by hunters or travelers. Quick breads, as the name implies, could be prepared quickly and cooked in heavy skillet-type pans by an open fire.

When recipes were written down, often only the ingredients and their amounts were recorded. Directions for mixing were learned from an experienced person.


Grain Barrel

Oven thermometers were nonexistent, and the cook put her hand in the oven to determine whether it was hot enough for baking. Through experience one learned what kind of wood made quick hot heat or long sustained heat, or how long the fire must burn before the oven was hot enough for baking.

Years ago, a homemaker learned by experience how many handfuls of flour were needed to make her favorite cake. Measuring equipment was not a part of kitchen supplies. One old family collection contains a fruitcake recipe. It calls for 1 coffee cup full of . . . , and ¾ teacup full of . . . How much will a teacup hold? A coffee cup? Is your coffee cup the same size as mine?


Flour Barrel

Cookbooks

Written recipes and cookbooks were not in common use in colonial times. Many people were illiterate, printed books were scarce and expensive, and except for the Bible, there was little reading material.

It was 1796 before an American wrote a cookbook. Amelia Simmons's ***American Cookery*** was the first printed record of such American specialties as Indian pudding, johnnycake, and pickled watermelon rind. ***The Boston Cooking School Cookbook*** by Fannie Farmer was first published 100 years later in 1896.

Adapted from Bernice Scott, ***Heritage and Horizons***, New York State 4-H Project, Department of Rural Sociology, Cornell University.

Food Treasures from the Past

Name _____

The early settlers were limited to a few basic foods which most people grew or produced for their own families. Nowadays, people buy most of their food at the supermarket.

Compare our food choices with those of the early settlers. List as many "modern-day" foods as you can think of that may be made from the "old-fashioned" food.

Old	New
Beans	_____
Corn	_____
Squash	_____
Cheese	_____
Oatmeal	_____
Dried or salted meats and fish	_____
Vegetable soup	_____
Potatoes	_____
Cornmeal	_____
Bacon	_____
Flour	_____
Venison (deer meat)	_____
Pumpkin	_____
Molasses	_____

Plan one meal using the colonial foods.

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Food Is Central to Celebration

Name _____

Isn't it funny how the mention of certain foods can bring to mind a special celebration or event? What occasions are you reminded of when you see the following words?

Popcorn _____

Candy cane _____

Hot dogs _____

Cranberries _____

Watermelon _____

Matzo bread _____

Turkey and stuffing _____

Hot chicken soup _____

Bagels _____

Pasteles _____

Apple cider _____

Corn on the cob _____

Cake and ice cream _____

Chocolate hearts _____

Foods like those listed give us an unspoken message about happy times with friends and family. Religious celebrations and national holidays bring our communities and nation together as a larger family. Food helps us celebrate. Foods are chosen for traditional rather than nutritional reasons.

Questions

1. What are nutritious foods that might be substituted for the sweet and/or high-calorie foods and still seem special for the holiday? (for example, sandwiches cut in heart shapes, gingerbread men)
2. How do food advertisers associate their products with happy moments and special holidays?

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How Does Fast Food Rate?

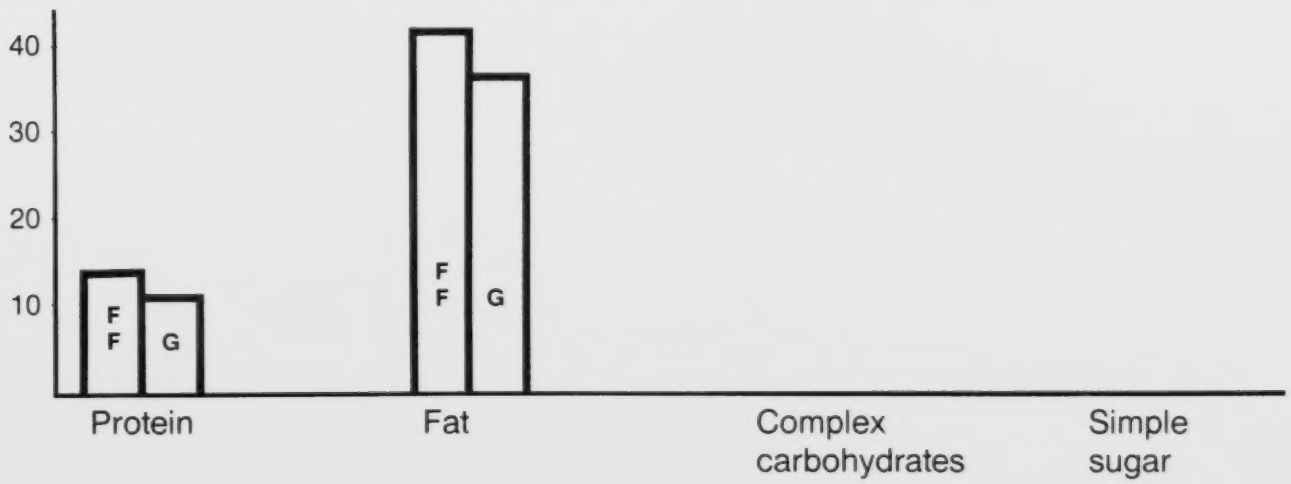
Name _____

This table shows the total calories supplied by various nutrients in a cheeseburger, shake, and french fries.

Calories from	Fast-food meal (Percent)	Recommended Dietary Guidelines (Percent)
Protein	14	12
Fat	43	35 or less
Complex carbohydrates (fruits, vegetables, grains)	23	43
Simple sugar (table sugar, corn syrup)	20	10
	100	100

Help complete the bar graph below:

FAST-FOOD MEAL COMPARED TO GUIDELINES



Circle the correct words in each sentence.

1. A fast-food cheeseburger, shake, and french fries provide more calories from *protein, fat,* and *sugar* than recommended.
2. This fast-food meal contains fewer calories from *protein, fat,* and *complex carbohydrates* than in the recommended guidelines for health. Complex carbohydrates are

See other side.

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M

Fast-Food Facts

One often hears that fast foods are junk foods. The truth is that fast foods contain many nutrients. It's possible to get good amounts of protein, iron, certain B vitamins, and calcium from fast foods. But it's equally possible to get too much fat, sugar, and sodium and too many calories.

Now that salad bars are available at many fast-food places, a more balanced meal is possible. If you choose carrots, tomatoes, and dark green vegetables, your salad can provide some of the vitamins and fiber missing in many fast foods. A salad, carton of low-fat milk, and plain hamburger without much sauce or mayonnaise can make a meal fairly low in calories.

Add up the calories in two fast-food meals. Find the difference.

Meal No. 1		**Meal No. 2**		
Hamburger	250	Cheeseburger	310	Meal No. 2 _____
Carton of low-fat milk	120	Shake	400	Meal No. 1 _____
Salad with dressing	160	French fries	215	
Total	_____	Total	_____	Difference _____

Make a bar graph to show the difference in calories between the two meals.

TWO FAST-FOOD MEALS
A COMPARISON OF CALORIES

What's a Peddler?

Name _____

Here are two words that sound alike. You say both words the same, but they have different meanings.

peddle pedal

Do you know what they mean? Match each word with one of the pictures below.

_____ _____

A person who peddles is a peddler. What does a peddler try to do? Look at the picture and decide. Write a few sentences about what you see in each picture.

_____

_____

_____

_____

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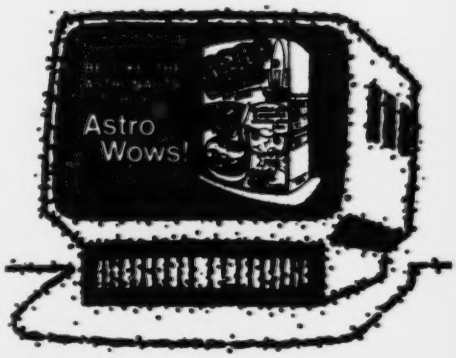
What's an Ad?

Name _____

Using the sentences below as clues, fill in the blanks with the correct word.

advertiser advertisement advertise



1. I saw an _____ for a new cereal.
2. I will _____ that my bike is for sale.
3. The _____ puts advertisements on TV.
4. An _____ on TV is very short.
5. The _____ uses advertisements to sell.
6. When people _____ , they make more sales.

Turn these statements into questions.

The advertisement is on TV.

_____

The advertisement is trying to sell me something.

_____

Sometimes questions begin with *Do, Does, Did, How, What, When,* or *Who.* Turn the following statements into questions using these words.

1. Sally likes to watch TV.

   _____

2. Sally saw an ad on TV.

   _____

3. Sally wanted to buy a new candy.

   _____

4. Sally liked the candy.

   _____

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Let's Sell Juice!

Name _____

Let's find out how you can make a profit by selling!

Pretend you are going to set up a stand to sell juice. You must first buy the juice.

1. If the juice costs you 60¢ for 10 glasses, how much does it cost you for each glass?

2. If you want to make a profit, would you sell a glass of juice for *more*, *less* or the *same* amount as it costs you?

_____
(more, less, same)

3. If you decide to sell the juice for 10¢ a glass, how much profit will you make if you sell one glass?

4. If you sell two glasses, how much profit will you make?

5. If you sell ten glasses, how much profit will you make?

6. The _____ you sell, the more money you make!
(more, less)

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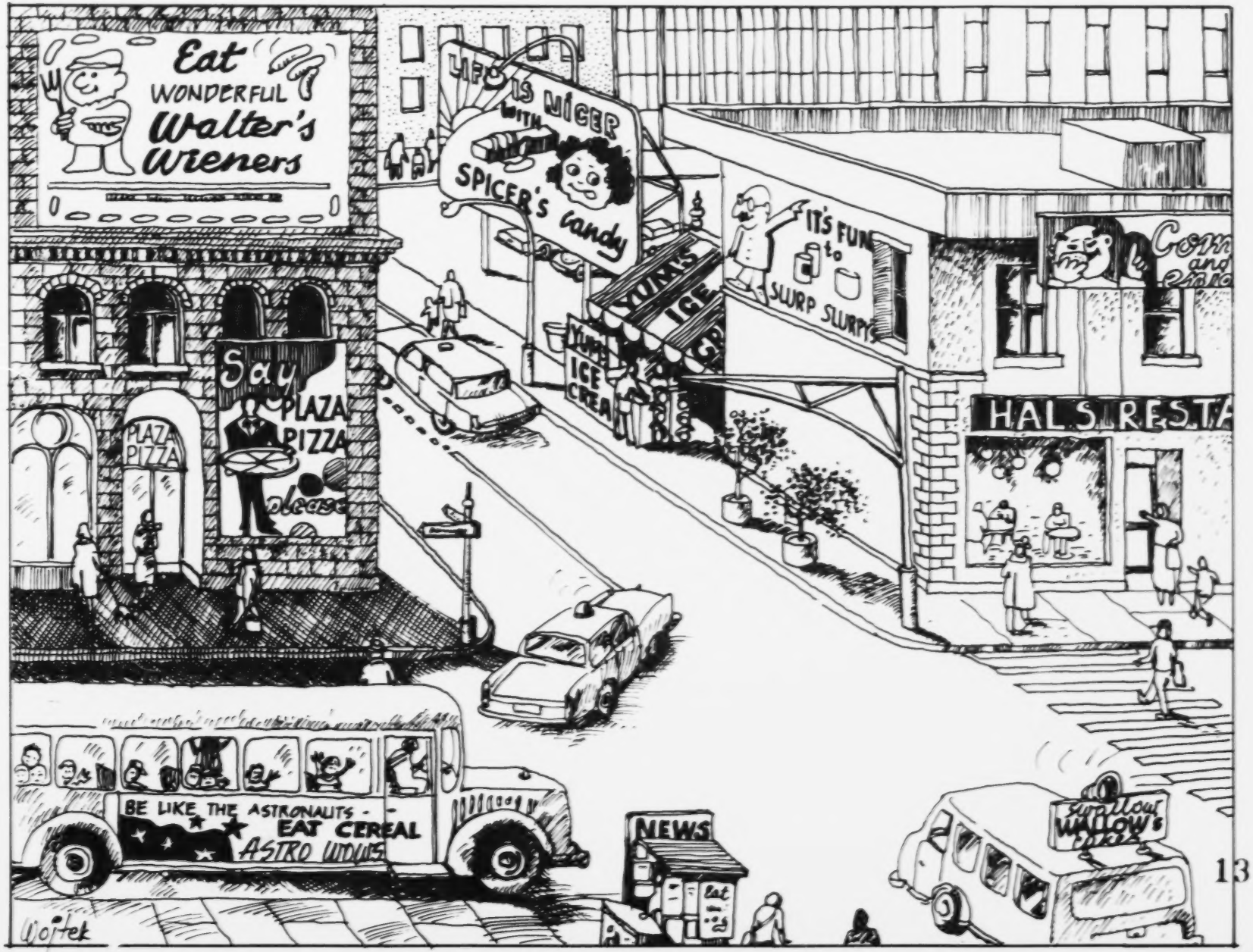
Name _____

Ad Land

Can you find the ads? Circle them!



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TV Time!

Name _____

Here is a fun thing to do the next time you watch TV. Write down every ad you see on the chart below. Write down the type of product and the "brand name."

Put hour and minute hands on the large clocks to show when you began and finished watching TV. Write the times two or three different ways!

Type of product	brand name	Type of product	brand name

Began watching

Finished watching

Write the times two or three different ways.

Example:

1. 7:45
2. 45 minutes past 7 o'clock
3. quarter to eight

Began

1. _____
2. _____
3. _____

Finished

1. _____
2. _____
3. _____

How long did you watch TV? _____ hours _____ minutes _____

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Ads Try To Sell!

Name _____

Match the words below with the sentences that describe them. Use your "Food Peddler" glossary.

advertise sell competition profit brand name

_____ This is what a peddler tries to do.

_____ A peddler may do this to call public attention to what is for sale.

_____ A peddler uses this to make a product seem different from similar products.

_____ This happens when more than one peddler tries to sell a product.

_____ The more a peddler sells, the more of this he or she makes.

Which of the peddlers below is making a profit? _____ How much profit does each sale make? _____

#1

The peddler buys apples for 25¢ apiece. The peddler sells the apples for 30¢ apiece.

#2

The peddler buys 10 bags of potatoes for $10. The peddler sells one bag for $1.

Do you think a peddler can make more profit by advertising? _____ Why? Write your answer below.

_____

_____

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Does the Ad Grab You?

Name _____

Writing a good ad is like writing a good story. You must think of an interesting title. You must also think of interesting sentences. The order of the sentences is important.

Read the two ads below and answer the questions.

Ad #1
Walter's Wieners

Eat Walter's Wieners! I like them. They taste good. Everyone I know likes them. If you try them, you will like them too! My mom and dad also like them. They do taste good! Next time I go shopping, I am going to buy some. You should buy some too!

Ad #2
Wonderful Walter's Wieners

It's wonderful Walter's Wiener time again! Walter's Wieners are so delicious and juicy that I feel more wonderful with each juicy bite! You can feel wonderful too, if you try some wonderful Walter's Wieners. So, remember to buy Walter's Wieners and feel wonderful!

1. Which title do you like better? Why? _____

_____

2. Which ad do you like better? Why? _____

_____

3. Which ad holds your attention better? Why? _____

_____

4. How would you change the other ad to make it better? Do it!

_____

_____

_____

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Which Brand Would You Buy?

Name _____

Read these two ads and answer the questions.

Superstar Orange Juice

Every day after school, Tom finds a delicious glass of "Superstar" orange juice on the kitchen table. After just one glass of "Superstar" orange juice, Tom becomes a superstar at bat and in the field! You can be a superstar like Tom, if you drink "Superstar" orange juice. Buy "Superstar" and be a superstar!

Friendly's Orange Juice

Every day after school, Sally just can't wait to go home and drink delicious "Friendly's" orange juice. Why, drinking "Friendly's" orange juice is so much fun that everyone comes over to Sally's house to drink "Friendly's." You, too, can make friends like Sally, when you buy "Friendly's" orange juice!

1. Which ad do you like better? _____
2. Which brand name do you like better? _____
3. Which brand of orange juice would you buy? _____
4. Would you want to be more like Tom or like Sally? _____
5. Do you think there is really much difference between the two orange juices? _____

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Astro Wows!

Name _____

Read the following ad for Astro Wows.

What do the astronauts eat for breakfast? Astro Wows cereal, of course!

Astro Wows is a delicious new cereal shaped like little green men on the moon.

Besides being delicious, Astro Wows gives you the energy you need to fight off all those weird space creatures!

Be like the astronauts! Eat delicious new Astro Wows as *part of your complete breakfast.*

Fortified with eight essential vitamins, plus iron, Astro Wows gives you the "pow" to fight off all those weird space creatures at your house!

And now, look for your free laser gun in every specially marked box of Astro Wows!

Be like the astronauts, and buy Astro Wows cereal today!

Following is a list of advertising methods. Circle the methods used to sell Astro Wows.

1. Make-believe
2. Humor
3. Jingle
4. Free gift
5. Personal appeal
6. Repetition
7. Use by important persons
8. Exaggeration
9. Taste
10. Nutrition information

Which words in the ad give important product information?

What is the main message?

See other side.

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V

What methods are used to sell the products in these ads?

WOW! Hillbilly Bill!

I sure do love that Hillbilly Drink,
Super, super Hillbilly Drink,
Just one sip and you're on your feet,
Allemande left and allemande right,
And another little sip of that Hillbilly Drink.
Click your heels and around you go,
Now hold on tight and do-si-do.
Do a little jig till you're feeling
kind of beat.
Then pep yourself up with Hillbilly Drink.
Super, super Hillbilly Drink.
Just one sip and you're on your feet.
Really peps you up when you're
feeling kind of beat.
Oh, I sure do love that Hillbilly Drink.
Sure do love that Hillbilly Drink, Yah!

Silly Slurp

Be the first to try new Silly Slurp.
It's a fun new silly drink.
Just one sweet sip of Silly Slurp and
you can feel silly.
Mom likes it too
'Cause all you do is open the can
and pour.
No mess.
Invite your friends over for Silly Slurp
and have fun feeling silly.
Silly Slurp is fun!

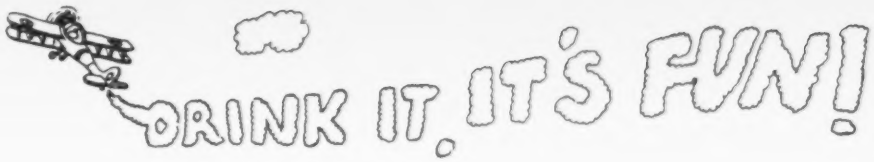
In the box below, identify the ads that use the different ways to sell a product.
Put X's in the appropriate columns.

Peddling Brand Names

Brand Name	Brand name repeated	Jingles	Funny noise before brand name	Use of a character
Astro Wows				
Silly Slurp				
Hillbilly Drink				

What's the Main Message?

Name _____



The next time you watch TV, listen to the ads and fill in the chart below. If you don't watch TV, look for ads in magazines and newspapers.

Try to notice the information given. Can you figure out the main message? Is it important?

Product	Brand	Information Given	Main Message
Example: beverage	"Silly Slurp"	new, fun, mom likes it	Drink it, it's fun!

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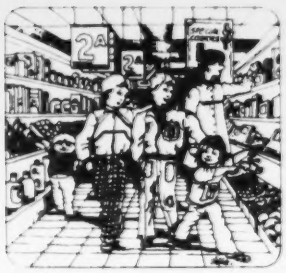
A Supermarket Investigation



Name _____

When you go to the supermarket, find the foods listed below. In the spaces, write the locations of these foods in the store. Are "junk" foods—those high in calories but low in nutrition—placed at eye level? Why?

Put a star by the foods you have seen advertised. Circle the foods you think are high in sugar, fat, and salt.

	Food or Product	Brand name	Where in the store? (aisle, check-out, or other)	Where on the shelf? (high, medium, or low) By check-out?
1.	Potato chips			
2.	Whole-wheat bread			
3.	Chocolate bars			
4.	Soft drinks			
5.	Skim milk			
6.	Carrots			
7.	Cookies			
8.	Frozen orange juice			

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How Ads Get Us Interested in Buying

Name _____

Complete the sentences with the correct words.

characters	new	repeated	free
values	jingle	funny noises	supermarket

1. Ads must first get our _____.
2. The brand name is often _____ to help us remember it.
3. Sometimes there are _____ _____ before the brand name is mentioned.
4. Products are sometimes named after _____.
5. A _____ is a catchy musical message.
6. Your _____ can affect your feelings about a brand.
7. Ads try to create a _____ _____ that appeals to your values.
8. Sometimes products offer _____ gifts.
9. "Be the first to try _____ Silly Slurp!"
10. Advertised products in the _____ are placed where they get your attention.

How will this candy wrapper increase sales?

Delicious, Chewy
20¢ coupon enclosed
Caramel Tree Candy Bar
Ingredients: Caramel (sugar, corn syrup, cream, butter), milk chocolate (sugar, milk, cocoa butter, and chocolate) with soya lecithin, an emulsifier, and vanillin, an artificial flavoring.

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Z

For Activity 30

In My Opinion!

Name _____

Put an X in the column that shows how you feel about each sentence.

	YES	NO	SOMETIMES
1. I believe everything an ad says.			
2. I believe everything I see in an ad.			
3. I believe that the foods advertised are good for me.			
4. I believe that foods must be advertised in order to be good for me.			
5. I believe that food ads give me important information about the product.			
6. I believe that food ads give me both good and bad information about the product.			
7. I understand the information the ad gives me.			

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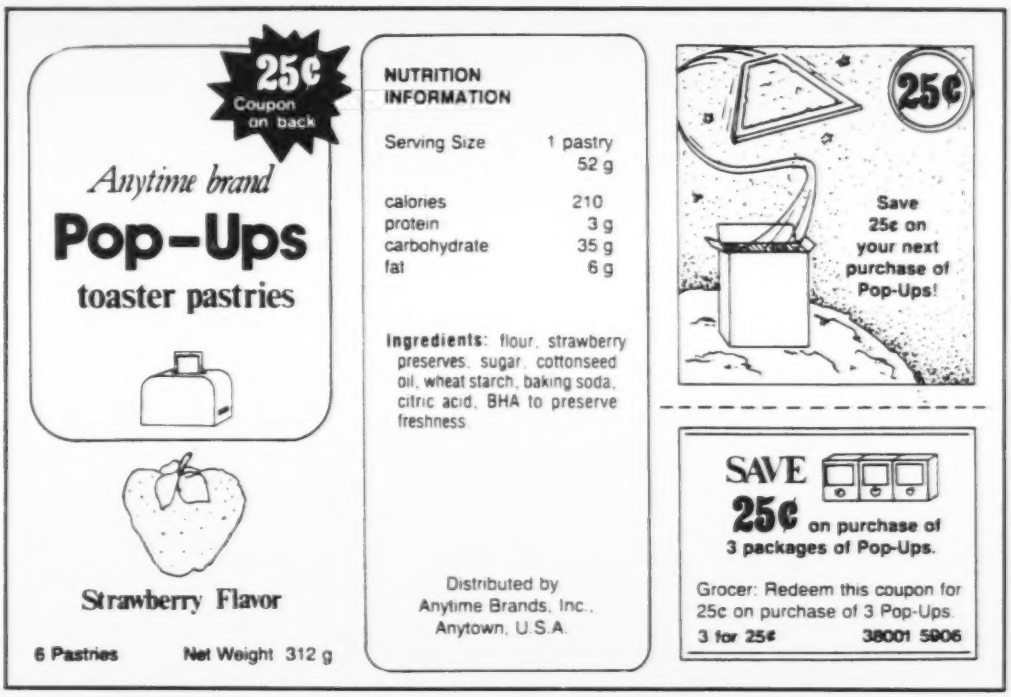
Let's Look at the Label

Name _____

Follow Up on Advertising


25¢
Coupon on back
Anytime brand
Pop-Ups
toaster pastries
Strawberry Flavor
6 Pastries
Net Weight 312 g
NUTRITION INFORMATION
Serving Size 1 pastry 52 g
calories 210
protein 3 g
carbohydrate 35 g
fat 6 g
Ingredients: flour, strawberry preserves, sugar, cottonseed oil, wheat starch, baking soda, citric acid, BHA to preserve freshness
Distributed by Anytime Brands, Inc., Anytown, U.S.A.
25¢
Save 25¢ on your next purchase of Pop-Ups!
SAVE
25¢ on purchase of 3 packages of Pop-Ups.
Grocer: Redeem this coupon for 25c on purchase of 3 Pop-Ups.
3 for 25¢
38001 5906

Read the label and answer the questions.

1. What is the brand name of the product? _____
2. What is the total weight of these toasted pastries? _____
3. What three ingredients are there in the highest amount? _____

_____

4. How much is the coupon worth? _____
5. How many packages must you buy to use the coupon? _____
6. How many calories are in one serving? _____
7. Do Anytime brand Pop-ups contain more protein or fat? _____
8. Describe the ways you could compare a pop-up pastry with a piece of toast spread with strawberry preserves? _____

Adapted from the ***Arithmetic Teacher,*** October 1984.

(continued)

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AA There are a number of ways to compare the two choices.
These include taste, cost, and nutritional value.

A. TASTE

To compare taste you could
a. compare the taste of a pastry with a piece of toast and strawberry preserves.
b. compare toast and preserves with different brands of pop-up pastries.

B. COST

If you went to the store you might find:

Brand A bread =	18 slices	$.72/loaf	1 slice bread (25g) =	$.04
Brand B preserves =	26 tablespoons	$1.82/jar	1 tablespoon (20g) =	$.07
Brand C pop-up pastries =	6 pastries	$1.08 box	1 pastry (52g) =	$.18

To be fair you need to compare equal weights.

1. Therefore compare cost of one pastry. $ .18

2. With 2 slices of bread and 1 tablespoon preserves $____ + $ ____ + $ ____ $____

Difference between 1 and 2 above = $____

C. NUTRITIONAL VALUE PER SERVING

	Pop-up pastry	1 slice bread	1 tablespoon preserves
Calories	210	70	48
Protein	3g	2g	0
Carbohydrate	35g	15g	12g
Fat	6g	1g	0

Calories

2 slices bread =	140	1 pop-up pastry	210
1 tablespoon preserves =	+ 48	2 slices bread + 1 tablespoon preserves	- ____
Total =	____	Difference =	____

Fat

2 slices bread =	2	1 pop-up pastry	6
1 tablespoon preserves =	+ 0	2 slices bread + 1 tablespoon preserves	- ____
Total =	____	Difference =	____

Conclusion: Circle correct answers.

1. Two slices of bread + tablespoon preserves cost *more, less* than pop-ups.
2. Two slices of bread + 1 tablespoon preserves have *more, less* calories and fat than pop-ups.

A Drink Is Not a Juice

Name _____

Look at two products below.

Silly Slurp Orange Drink	**Friendly's Orange Juice**
Ingredients: water, sugar, orange flavoring, and color	**Ingredients:** 100% real orange juice

1. Which product has added sugar? _____
2. Which product do you think is better for you? _____ Why? _____
3. What is the difference between a drink and a juice? _____

Let's Experiment

You can make an imitation orange drink similar to many store varieties and compare it to fresh orange juice or a juice-based beverage.

IMITATION ORANGE DRINK

Mix in a glass:
- 1 cup water
- 3 teaspoons sugar
- 2 teaspoons orange flavoring
- 1 drop red food coloring
- 4 drops yellow food coloring
- 1 crushed vitamin C tablet

ORANGE JUICE

Cut two oranges, squeeze, and pour into glass

JUICE-BASED DRINK

Big glass
- 1/3 ice cubes
- 1/3 soda water
- 1/3 orange, apple, grape, cranberry juice

Which would you rather drink? _____ Why? _____

(continued)

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BB

Compare Labels

	Total Amount				
	Juice	Sugar	Caffeine	Nutrients	Flavorings
Frozen orange juice					
Powdered orange mix					
Variety #1					
Variety #2					
Canned orange punch					
Variety #1					
Variety #2					
Orange ade					
Cola beverage					
Sweetened					
Nonsweetened					

For Activity 34

Whole-Grain Power

Whole-Grain Power
Outline and instructions

Cut large felt pieces from this outline.*

bran Cut a large brown piece for the outside layer.

germ Cut a small gold piece for the second layer.

endosperm or starch Cut a large outline out of white felt for the third, inside layer.

B vitamins Cut 3 large and 3 small B's from brown felt; add to the white endosperm layer.

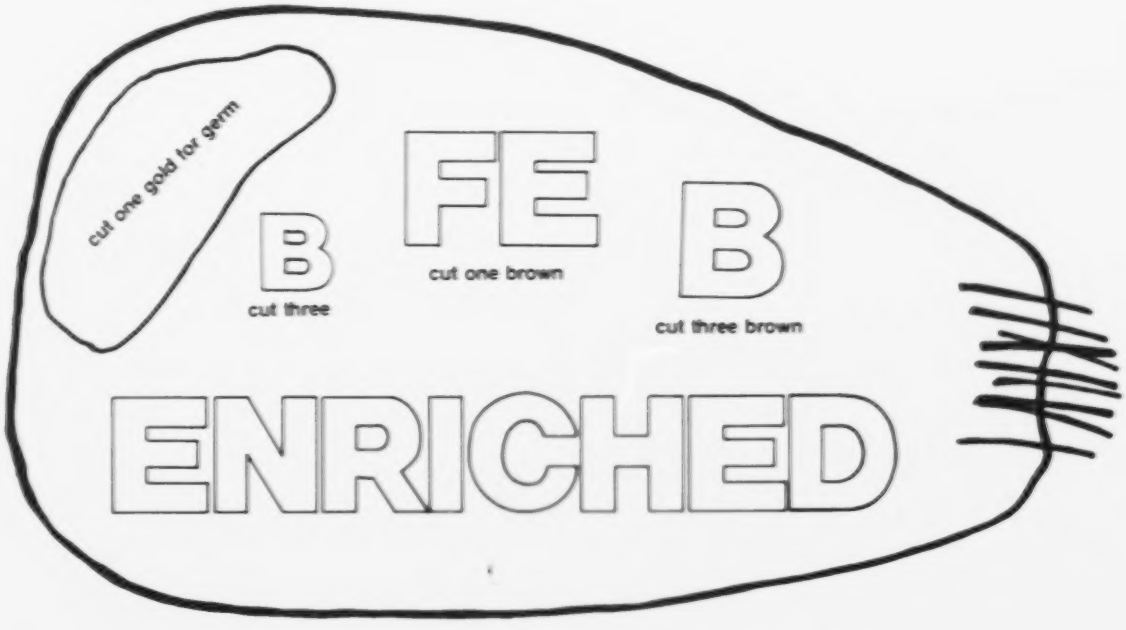
Fe Cut the chemical symbol for *iron* from brown felt.

Enriched Cut letters from brown felt.

After assembling the layers, peel them back one at a time to explain the components. When you come to the white layer, explain that

ENRICHED

means to add these whole-grain nutrients from the bran and germ back to white flour products. Show real grains, if possible, and compare layers.



* Idea from Edna Keene, Broome County 4-H.

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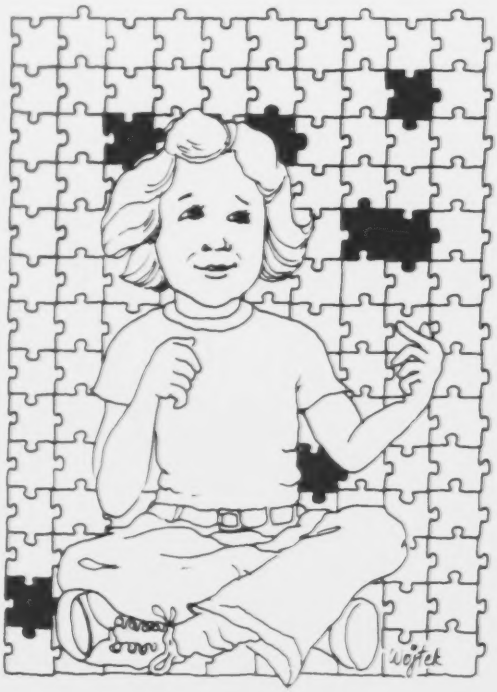
I'm Not Puzzled!

Name _____

Below are words we sometimes hear on TV ads. They also can be found on some food packages or wrappers. See if you can find them in the word puzzle. Circle them.

B-vitamins	sodium	iron
fortified	sucrose	energy

o	n	s	i	v	w	r	n	e	m
l	o	n	z	q	t	s	f	n	d
n	p	s	u	c	r	o	s	e	q
y	b	e	r	s	p	d	d	r	o
u	n	o	c	d	f	i	p	g	m
r	f	n	t	x	w	u	p	y	n
B	-	v	i	t	a	m	i	n	s
l	f	o	r	t	i	f	i	e	d
s	p	d	o	a	f	s	r	p	d
x	y	t	n	u	r	p	q	t	n



Can you match these words with the sentences below?

1. _____ Nutrients have been added to a food.
2. _____ Salt contains lots of this mineral.
3. _____ This is a kind of sugar.
4. _____ The fuel we get from food to keep us going.
5. _____ Important for healthy skin, nerves, and appetite.
6. _____ A mineral we get from foods to help us get oxygen into our body.

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Choosing Activities

Name _____

watching TV

jumping rope

playing ball

swimming

playing an instrument

cooking

Use the pictures shown above to answer the questions.

1. a. Which activity would you choose first?

_____

b. Which activity would you choose next?

_____

2. Put a friend's name in this space _____
   Which activity do you think your friend would choose first?

_____

3. Which activity do you think your parents would choose first?

_____

4. Why do you think people make different choices?

_____

_____

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What's Happening Here?

Name _____

Look at the picture and answer the questions.

1. How are the children influencing this girl's choice?

_____

_____

_____

2. Why do you think they are trying to influence her choice?

_____

_____

_____

3. Which fruit would you choose to buy for a snack?

_____

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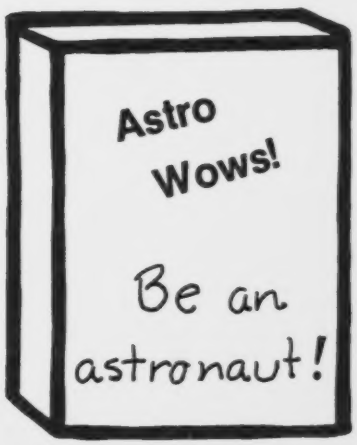
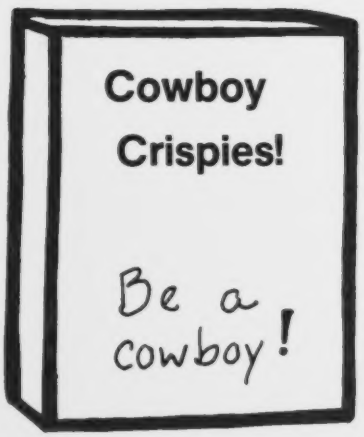
Experiences and Choices

Name _____

Read the paragraph and answer the questions.

Once John went to the Space Center with his dad. He looked at all sorts of rockets and spaceships. John even met an astronaut! After his trip to the Space Center, John decided he wanted to be an astronaut, too!





Look at these two products.

1. Which cereal do you think John would choose? _____
   Why?

   _____

   _____

2. Do you think this product would make John more like an astronaut? _____
   Why?

   _____

   _____

3. Could John decide not to buy either product?

   _____

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My Choice!

Name _____

Using a recent grocery store ad from the newspaper, list six foods that interest you. Will you buy them or ask your parents to buy them? Why or why not?

Use the questions on the back of this work sheet to help you decide.

Advertised food that interests me	Will I buy it? (yes or no)	Why?

(continued)

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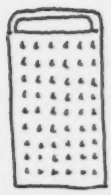
My Choice!

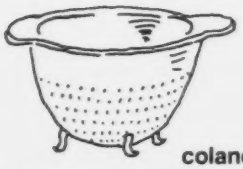
1. Shall I watch TV?
2. What will I watch?
3. Shall I pay attention to ads?
4. Does the advertised product interest me?
5. Why am I interested?
6. Do I need or want the product?
7. Is the product good for me?
8. Do I want to spend my money on the product?
9. Will the product do what the ad says?
10. Will I read the label for more information?
11. Is there another product I can buy?
12. Shall I decide not to buy the product?

Recipe Sheet

Spinach Salad


grater

knife


colander

4 bowls

Wash and shred: (1) spinach

402
+ 78
ml

Wash and slice: (2) mushrooms

45
+ 75
ml

Slice or grate: (3) cheese

65
+ 15
ml

(4) Put spinach in:

2
+ 2
bowls

(5) Top with mushrooms and cheese.

(6) Eat with your favorite salad dressing!

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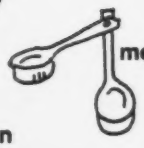
Corn Bread

two large bowls

brush

large spoon


measuring set

eggbeater

oven

pan

Mix in one large bowl:

1 cornmeal (enriched)

130
+ 350
ml

2 wheat germ

55
+ 65
ml

3 salt

2
+ 3
ml

4 baking soda

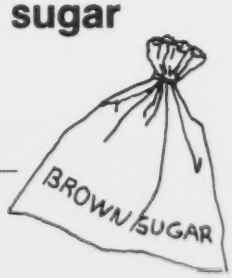
1
+ 1
ml

5 baking powder

4
+ 1
ml

6 brown sugar

7
+ 8
ml



(continued)

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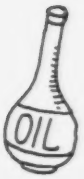
Beat in another large bowl:

7 egg

0
+ 1

8 oil

9
+ 6



ml

9 buttermilk

385
+ 95

ml

10 Add dry ingredients to wet ingredients.

11 Stir.

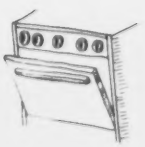
12
+ 18

strokes

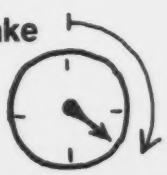
12 Grease a 20 cm x 20 cm pan.

13 Fill pan with batter.

15 in hot oven.



14 Bake



17
+ 3

minutes

Temperature: 200
+ 18

°C

16 Slice and eat!

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